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ABSTRACT

Prepared by a statewide work experience advisory committee, this handbook is designed to supply administrators of work experience education programs with current, useful information needed to conduct effective work experience programs. Included in the handbook are: (1) a discussion of the nature, purpose, and history of work experience, (2) suggestions for developing a district plan and operating a work experience program, (3) a discussion of the importance of cooperation between counselors, coordinators, and vocational teachers and between business, industry, and schools, and (4) Federal and State laws and regulations which affect work experience education. Definitions of terms, laws and regulations, a directory of state agencies, several sample forms, and an annotated bibliography of research related to work experience education are appended. (SB)

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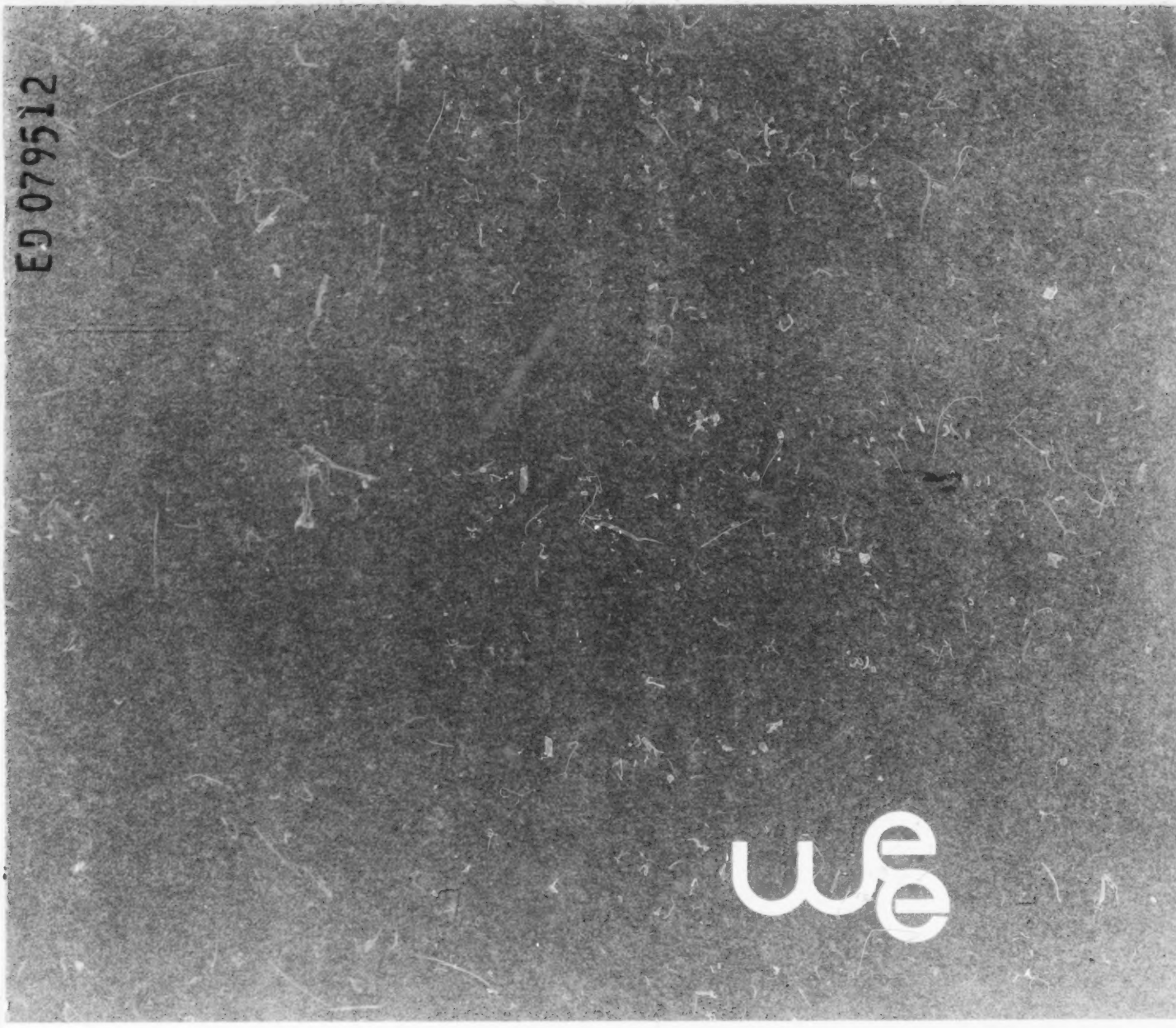

Work Experience Education

A Handbook for California Secondary Schools

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CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles, Superintendent of Public Instruction • Sacramento, 1972

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Work Experience Education

A Handbook for California Secondary Schools

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FOREWORD

Work experience education continues to be one of the fastest-growing segments of vocational education in California public schools. During 1970-71 fiscal year, enrollment in work experience education programs increased 36 percent over that of the previous year to a total of 74,068 students in high schools and community colleges in the state. Work experience programs involved more than 300 school districts and 750 full-time and part-time coordinators.

The State Department of Education has played a vital role in the operation of work experience education programs in California. In 1954 the Department retained Henry T. Tyler to conduct a study of the work experience program, and the Department has made great effort since the publication of the Tyler study in 1956 to put its recommendations into effect.

This handbook was prepared to supply administrators of work experience education programs with current, useful information needed to conduct the work experience programs effectively.

It is my hope and belief that these administrators will find this handbook useful in performing their tasks and that it will be of great benefit in the education of children in California.

Superintendent of Public Instruction

PREFACE

This handbook is designed to serve two major groups of readers – those who need information quickly and those who need detailed information for planning or for conducting one or more types of work experience education programs. For those who want a concise overview, principal ideas are summarized at the beginning of each chapter. Readers who desire more extensive knowledge of the subject should study the text and the appendixes.

The great diversity that exists among work experience education programs in California shows that school districts are building programs to meet the needs of their school populations and communities. This diversity, a mark of strength and vitality, does complicate the writing of a handbook for statewide use. For example, the handbook has to allow for all legitimate variations in programs and yet not deal with them in such general terms that the text becomes valueless; but at the same time the handbook should not continually modify each statement to account for every practice. Another problem complicating the writing of the handbook is that work experience education is a growing, dynamic part of the educational system and is constantly being affected by changing laws, regulations, and funding patterns. Under these circumstances it is difficult to keep information current.

The solution to these problems has been to concentrate on the more stable elements of successful traditional programs but to recognize the legitimacy and value of the new "special" programs created to meet local requirements. As an aid to continuity, materials too specific for inclusion in the main body of text, as well as information subject to change – for example, laws, regulations, forms, definitions of terms – have been placed in the appendixes for use as needed.

Preplanning and planning of new programs are discussed in detail. Careful study devoted to these activities will, it is felt, be repaid by successful programs. Experienced administrators and coordinators will find the remaining chapters of the handbook to be of more interest. This handbook should be considered as a guide, however, only in the context of meeting local needs. Perhaps what best characterizes the guiding principle of the handbook is the axiom that one must make his map to fit his territory. The strength and vitality of the work experience education program in California result from its flexibility; it is a program that can be modified to serve well the state's communities, schools, and individual citizens.

This handbook was prepared by the statewide work experience education advisory committee. Mrs. Virginia Clapp Jastram, formerly with the Grossmont Union High School District in La Mesa, was a major contributor to the publication. The coordinator for the Vocational Education Section, State Department of Education, was Herbert Ellenburg, former Consultant for Work Experience Education.

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Deputy Superintendent
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CHAPTER I

Work Experience: Its Nature, Purpose, and History

Summary of the Chapter

1. Work experience education is a part of the total educational system and must operate as a part of that system, not as a separate entity.

2. To communicate effectively, all those concerned with this educational area must agree on nomenclature. *Work experience education* is used in California as a term that covers three basic subdivisions – vocational, general, and exploratory. Special adaptations of these subdivisions can serve both students who succeed in traditional educational programs and those that have difficulty adjusting to on-campus offerings. Cooperative vocational education is similar to vocational work experience education because it allows students to practice and refine skills they have learned in a vocational program.

3. Work experience education benefits students, schools, employers, and the general community in ways that are demonstrable and uncontrovertible. It has values for all students, not for certain groups only.

4. School-sponsored work experience education programs on the high school level began in 1906. The first California state committee to study the subject met in 1942. Henry Tyler was retained in 1954 to examine practices and make recommendations. His *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges* was published in 1956. A new state advisory committee was formed in 1967, and in 1969 the permanent position of state consultant for work experience education was created to provide services to the growing numbers of programs.

5. Goals and program objectives for work experience education were developed by an ad hoc study committee in 1970 as the beginning step in a plan to design performance objectives for all programs.

Work experience education in California is a part of the total educational process that assists young people to choose a career wisely, prepare for full-time employment suitable to their abilities and interests, and learn to work with others in ways that are successful and rewarding. These objectives are shared with other educational programs carried out in classrooms, shops and counseling offices. In addition, however, work experience education extends the ability of the school to serve students by the use of a method possessed by no other educational program.

Uniqueness of Work Experience Education

The uniqueness of work experience education lies in the fact that it can turn the business-industry complex of the community into an expansive training laboratory. There students can polish their skills and assess their capabilities under on-the-job conditions while working with adults on an adult level. Or students can systematically observe work being carried on in the actual work setting to determine how suitable the occupation is for them and how much preparation is required. This method of training, which demands for its success an exceptional cooperative effort among students, the community, and the schools, can become for all a dynamic, creative, and productive force.

Work experience educators must have some expertise in many areas of education because they must blend the various disciplines. They must have good judgment to balance the needs of individuals with the changing requirements of the industrial

community, and they must be able to work constructively with many kinds of people. Theirs is a complex and demanding task requiring many talents and the possession of a specific body of knowledge. The purpose of this handbook is to help supply that knowledge.

Nature of Work Experience Education

Readers must be aware from the first of the meanings given to closely related titles and terms used in this handbook. Because educators, representatives of federal and state agencies, and teacher-trainers throughout the nation fail to agree on terms and definitions, confusion prevails. This confusion is especially apparent in nearly synonymous terms such as *work experience*, *work-study*, *cooperative work experience*, *work experience education*, and *cooperative vocational education*.

Definition of Work Experience Education

The term *work experience* is a recognized and time-honored concept. There have been "working" students since there were schools for them to attend; that is, some students have found a combination of inschool study and part-time work necessary or desirable. These young people found their own jobs and gained "work experience" that could have been related to their career aspirations and might have been safe, legal, and worthwhile.

Under these conditions some education was taking place on the job, some school learning was being applied, and some attitudinal changes were occurring. The young worker had an opportunity to explore a possible career and assess his interest in it and his capability for success. Educators could see that even in this unorganized and uncontrolled activity there were values important to both youth and society.

In an attempt to capture the best by-products of these activities, to prevent abuses, and to extend opportunities to more students, work experience education was created in California. A curriculum plan was required to ensure that students would derive the desired educational outcomes from their combination of school and on-the-job activities. These outcomes could vary according to the student's needs, which might be to explore occupational fields, to gain knowledge about the working world in a real setting, to develop skills, or to do all three.

Work experience education is used in this handbook as a comprehensive term that covers a group of programs enlisting the cooperation of school and community in helping students (1) to develop and improve their occupational skills; and (2) to learn about career requirements from direct participation in a work environment. The work experience education program includes the three basic subdivisions and all the variations that are designed to meet special needs. (See Figure 1.)

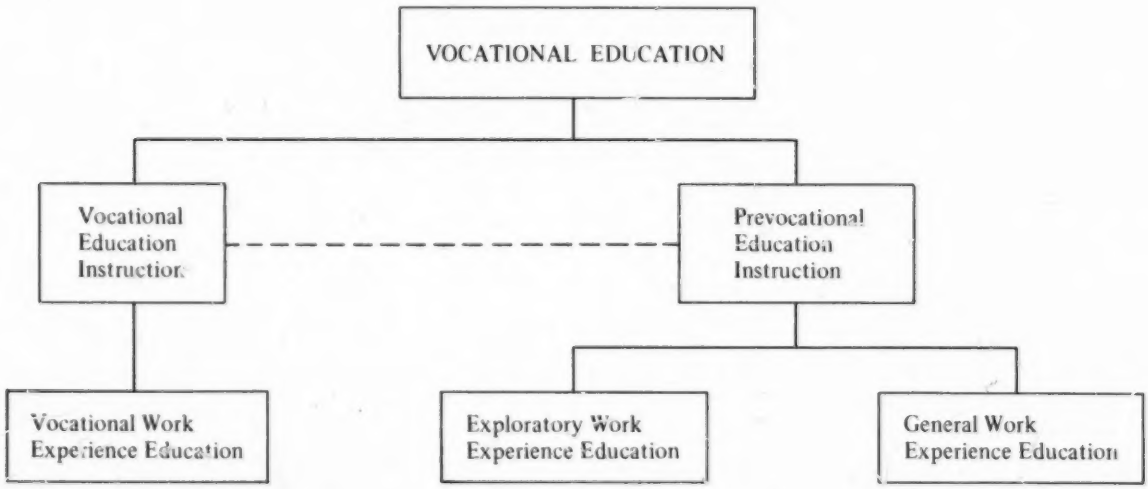

Figure 1. Organization of work experience education programs

NOTE: All work experience education programs contain elements of vocational education and of vocational guidance.

Types of Work Experience Education

The three major types of work experience education are the following:

1. *Exploratory work experience education*
   a. Definition: A program that provides an opportunity to sample systematically and observe a variety of conditions of work that will contribute to the career guidance and development of the student for the purpose of ascertaining his suitability for the occupation he is exploring
   b. Purpose: To contribute to the career guidance and development of students
2. *General work experience education*
   a. Definition: A program that provides maturing experiences for high school youth through supervised part-time employment as a part of their total school program (This part-time work need not be related to the specific occupational goals of the students.)
   b. Purpose: To assist students to become productive, responsible individuals through employment experiences
3. *Vocational work experience education*
   a. Definition: A program of vocational education that provides occupational preparation through a cooperative arrangement between the school and employer for entry into a specific occupation
   b. Purpose: To assist students in developing and refining those occupational competencies necessary to acquire employment, to adjust to the employment environment, and to advance in the occupation of their choice through a combination of related instruction and employment experiences.[1]

The three major subdivisions – exploratory, general, and vocational – are the basic, functional components of work experience education programs in California. Other specialized programs designed to serve certain categories of the school population (for example, disadvantaged and handicapped students) consist of varying combinations of these three subdivisions. (See Figure 2.) Some programs benefit from funds acquired from other than educational sources. These sources are described in another chapter.

[1]Herbert Ellenburg, *Work Experience Education Guide for Vocational Education Section Personnel.* Sacramento: California State Department of Education, 1971, p. 2.

Through the efforts of this student employee, a beautiful plant will soon be on its way to the recipient.

Cooperative Vocational Education

Cooperative vocational education is defined by Public Law 90-576 as a form of vocational work experience education and is not a separate type; it differs in the closer correlation of classroom activities with on-the-job training. According to the legal definition, the criteria for cooperative vocational education are (1) that students must receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field; (2) that these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability; and (3) that work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time.

Cooperative vocational education programs may be funded under two parts of Public Law 90-576 – Part B: State Vocational Education Programs, and Part G: Cooperative Vocational Education Programs. The purpose of Part G is to aid the state in expanding cooperative vocational education to include students in areas with high rates of dropout from school and of youth unemployment.

Type of program	Suggested student load	General purpose	Student selection	Grade and age level	Credit and pay	Related instruction
Exploratory	Maximum of 75 students for full-time coordinator	To offer students opportunities to observe and sample careers	When student has chosen a career area that interests him or when counselor feels these experiences are needed	Ages fourteen through eighteen, but must be in grades nine through twelve for credit	Maximum – 20 semester units ——— Average of 10 hours per week during semester ——— No pay	Group instruction for career orientation ——— Individual projects to study career requirements and opportunities
General	Maximum of 125 students for full-time coordinator	To assist students to acquire good work habits and attitudes	When student believes work experiences will be more beneficial than on-campus experiences	Ages sixteen through eighteen; exceptions for students with special needs	Maximum – 40 semester units ——— Legal wage	Career orientation ——— Remedial instruction to meet job requirements ——— General occupational understanding
Vocational	Maximum of 125 students for full-time coordinator	To allow vocational students to extend learning and practice skills in an ocupation	When student is trained in a special skill and can benefit from work environment to refine these skills	Ages sixteen through eighteen; exceptions for students with special needs	Maximum – 40 semester units ——— Legal wage	High school vocational education program to include specific occupational understandings

Figure 2. Components of work experience education programs

Purpose of Work Experience Education

The purpose of work experience education is to benefit students, schools, employers, and communities.

Benefits to Students

Work experience education programs assist students in making career choices, in preparing for careers, in developing a vocational identity, and in making the transition to the world of work. More specifically, the programs help students to do the following:

Learn to assume responsibility
Gain knowledge and attitudes necessary for successful job performance
Acquire good work habits
Learn how to get along with fellow workers and employers
Develop personality and poise
Earn necessary funds (except for exploratory work experience education)
Realize the connections between on-the-job production and wages
Discover the relationship between education and job success
Explore the fields in which they feel their vocational interests lie and determine whether or not these fields are suitable for them
Broaden their knowledge of the occupational world and of working conditions in their communities

The food service industry provides jobs for large numbers of work experience education students.

A 1970 report on vocational education in California describes benefits of work experience education programs for students as follows:

> If the student is to be successful in school, and ultimately in his work, he must have a sense of commitment to both his education and his occupational aspirations. The acquisition of a saleable skill, then, should be accompanied by the development of a vocational identity. If he is to make sensible commitments, he must first learn about himself and his capabilities, the society he lives in, and the world of work. He needs, for example, to learn not only how to be a technician, but *whether he wants to* be a technician.[2]

Benefits to Schools

Work experience education programs benefit schools as follows:

Provide opportunities to relate academic training to job requirements
Provide for use of many community facilities and resources for training purposes, thus enabling schools to provide training in fields not otherwise served
Increase ability of schools to hold students in school for a longer period of time
Provide assistance in occupational guidance
Enable schools to keep abreast of developments in the business and industrial world
Provide a direct avenue through which the school can meet community needs
Develop good community-school relations
Acquaint employers with work that can be performed by young people trained in the schools

Benefits to Employers

Work experience education programs benefit employers as follows:

Provide a pool of part-time workers from which they may select permanent employees at a later date
Provide opportunities for employers to refine and validate their own training methods
Provide employers with employees receiving additional training through related instruction at school – training desired but not warranted or possible on the job

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[2] *A Policy and System Study of California Vocational Education: A Framework for Program Development of a New, Comprehensive, and Integrated Approach to Education and Work.* Sacramento: State of California, 1970, pp. 34-35.

Serve as training programs for prospective employees of small businesses or industries unable to conduct their own extensive training programs

Reduce turnover because employees become adjusted to the job before they accept full-time employment

Benefits to Communities

The impact of work experience education programs on the community, the state, and the nation has not been fully appreciated, nor has its potential been justly estimated. The estrangement of many of our young people from the mores and values of the larger society may be traced to their inability to achieve a productive, wage-earning role until too late in their development. One author describes this problem as follows:

> Because of the lack of knowledge concerning work activities that results from these circumstances, the youth of today lack understanding as to the education and aptitudes necessary for entrance into various careers and as to the time that must be spent in advance in preparing for them. . . . In consequence, just when the energy output of adolescence is at a peak, they have few constructive and socially approved opportunities to use their energies. Youth often feel left out, insecure, and rejected; and these feelings, in turn, produce aggressive and often antisocial behavior.[3]

Work experience education programs benefit the community as follows:

Increase the sources of trained workers who will draw higher pay and be more stable

Improve cooperation and communication between school and community

Increase chances that young people will remain in the community after graduation

Customers can depend on this student for prompt, courteous delivery of their orders.

History of Work Experience Education

Educational programs that join theory and practice have been in operation in the United States since the beginning of this century. Programs that use the work environment appear to have been initiated in 1906 at the Cincinnati School of Engineering, where shop and factory work were coordinated. Cincinnati probably had the first work experience program on the high school level.[4] Retail selling was another field of training in early programs in Rochester, Boston, and some Midwestern cities.

Federal Action

From 1915 on the federal government showed a gradually developing interest in vocational education as demonstrated by the passage of such legislation as the Smith-Hughes Act, the George-Deen Act, and the George-Barden Act. Cooperative programs in distributive and industrial education, and eventually in all occupational areas, were supported by specific federal funds. During World War II the National Youth Administration helped to bring to the attention of educators the

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[3]Henry T. Tyler, *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges.* Sacramento: California State Department of Education, 1956, p. 3.

[4]Wilson H. Ivins and William B. Runge, *Work Experience in High School.* New York: Ronald Press Company, 1951, p. 59.

The entire community benefits from skills learned on the job by this student.

values for youth of regular employment under school supervision. Students were hired to work part time to produce defense-needed materials.

California Action

In 1950 the Bureau of Secondary Education, California State Department of Education, asked high school principals, when filing their annual October reports with the Department, to state whether their schools operated work experience education programs. This inquiry showed that 125 senior and four-year high schools were giving their students credit for work experience.

Joint Committee on Work Experience. During 1941 and 1942 the California Joint Committee on Work Experience, composed of approximately 18 representatives of the major educational associations at the secondary level, inquired extensively into practices then current and published several reports of its activities and recommendations. The provisions of the California Administrative Code, Title 5, Education, Section 98, pertaining to work experience education were adopted by the State Board of Education in May, 1942, largely because of the recommendations of this committee.

Commission for Vocational Education. In response to numerous requests from secondary school administrators, the Commission for Vocational Education was established in 1949 to obtain specific information about work experience education programs in California public schools and to develop a handbook on the subject. Because of the scope of the many problems discovered, several members from the State Department of Education were added to the commission. During the next two years, commission members visited 40 secondary schools, finding that extreme diversity existed and that guidance and leadership were both needed and desired.

Tyler study. Henry T. Tyler was retained by the State Department of Education during 1954-55 to conduct a study to be directed by the commission and financed by vocational education funds. The publication containing the findings of the study has been a major source of information on work experience education in California.[5]

The purpose of Tyler's study was to (1) examine the current status of work experience programs in the public secondary schools of the state; (2) identify problems common to work experience education programs of all types and, as far as possible, propose solutions for them; (3) recommend acceptable patterns of operation for work experience education programs; and (4) develop suitable definitions and classification.

Tyler proposed that the term *work experience education* replace the loosely applied term *work experience* when employment of students is under the supervision of the school and when the school supplies related instruction. He also described the three major types of work experience education for the first time.

Handbook on Work Experience Education. In 1959 a group of individuals serving as a statewide advisory committee met to plan and to outline the content of the first edition of the *Handbook on Work Experience Education.* They reviewed the first draft, and the handbook was published by the State Department of Education in the same year.

The advisory committee included Lowell Anderson, Los Angeles; Francis R. Bawden, Sacramento; Mrs. Ruth Blackmon, San Francisco; Cedric Boeseke, Santa Barbara; Carolyn H. Brown, Sacramento; Mrs. Virginia Clapp, Grossmont; Flora M. Daly, Sacramento; Norman B. Eisen, Whittier; E. W. Everett, Sacramento; Charles Hanna, San Francisco; Mrs. Viola Kamena, Carmichael; William N. Kepley, Jr., Los Angeles; Van B. Lawrence, Sacramento; Frank Lindsay, Sacramento; John T. McDonough, Santa Ana; Milton C. Mohs, Pasadena; Everett O'Rourke, Sacramento; Wesley P. Smith, Sacramento; Claude Owen, Los Angeles; Hugh Price, Sacramento; Wayne L. Sorenson, Hayward; Charles Watson, Sacramento; and Milan Wight, Concord.

In 1963 Herbert D. Gwinn, Consultant, Bureau of Secondary Education, State Department of Education, solicited comments and suggestions for the revision of the handbook from school districts maintaining work experience education programs. The revised edition was published in 1965.

Vocational Education Act. The Vocational Education Act of 1963 challenged all vocational educators, including work experience education coordinators, to improve and extend their services to youth. The 1968 amendments to the Act (embodied in Public Law 90-576) placed strong emphasis on assisting those in the greatest need of help, the disadvantaged and the handicapped.

State Advisory Committee. In 1967 the State Director of Vocational Education invited practitioners, school administrators, junior college representatives, and state agency heads to begin meeting as the State Advisory Committee for Work Experience Education. Its purposes were to identify and discuss problems and to offer leadership in finding solutions to them. Through its influence and support, statewide improvement in both the status and conduct of programs has taken place. The committee is so organized that it always has several experienced persons as members.

State Consultant. Because of an increase in the number of programs and the need for state services, special consultants were hired in 1967 and 1968. Robert Poole served the first year on loan from his school district, and Vern Gillmore served the second year. This experimental position proved so productive that the permanent position of State Consultant for Work Experience Education was created in 1969.

Goals of Work Experience Education

In May, 1970, a special committee was asked to formulate goals and objectives for the three types of work experience education programs. Individuals highly competent in the field of work experience education and in the formulation of performance objectives worked on this committee.

A preliminary document was developed in several long working sessions, and a one-week workshop was held in June to determine the feasibility of these goals and objectives. The participants at this workshop were persons responsible for work experience education programs in school districts throughout the state. The goals determined for students enrolled in work experience education are to:

1. Recognize that the process and content of the school's curriculum is relevant to career requirements and responsibilities (relevancy)

[5] Tyler, *op. cit.*, p. 11.

2. Appreciate the importance of work to personal fulfillment and growing independence and maturity (self-development)
3. Analyze career opportunities and their requirements and compare these with personal potential and expectations (self-evaluation)
4. Identify with and participate in adult roles and responsibilities in the world of work (acculturation)
5. Relate in a positive manner to work experience education sponsors, employers and their employees, and the public being served (human relations)[6]

Support for Work Experience Education

Work experience education in California continues to grow steadily as understanding of what it offers increases in the community and in the schools. Supporting this growth is expanding recognition that work experience education:

Has strong sociological values for holding youth within the American economic system by providing opportunities for early and successful access to wage-earning status

Provides a close linkage between the schools and the community, thereby contributing to mutual understanding

Has visible economic value to tax-paying employers, who can be the strongest supporters of the schools

Furnishes demonstrable proof that there is less delinquency and juvenile crime when students work in worthy, school-supervised jobs and when their contribution to the economy is recognized by both school credit and community approval

Offers opportunities for training that the schools cannot provide

Gives youth a chance to gain the self-respect and confidence that come from knowing they can meet the standards of adult workmanship

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[6] *Goals, Program Objectives, Performance Objectives, and Evaluative Criteria for Students Enrolled in California State Programs of Work Experience Education.* Compiled by Herbert Ellenberg. Sacramento: California State Department of Education, 1970, [p. 7].

CHAPTER II

Development of a District Plan
(Part 1)

Summary of the Chapter

1. Extensive planning is the most important ingredient in successful work experience education programs. Before a school district decides to enter the field, however, an exhaustive feasibility and needs study should be made.

2. This study will require the gathering and interpretation of many types of data drawn from numerous sources. An ad hoc committee representing the administration, faculty, guidance staff, students, parents, employers, and the community at large should carry out this responsibility.

3. Costs should be carefully analyzed, funding sources studied, available facilities examined, and the amount of student, parent, and community support determined.

4. Student body characteristics should be studied as they relate to possible types of programs to be offered by the district.

5. At the end of its period of study, the ad hoc committee should be able to make recommendations based on answers to the following questions:

   a. Are work experience education programs needed by the community and by the student body?
   b. Are the programs feasible in view of funding needs and other requirements?
   c. What types of work experience education programs will best serve the student population?

6. When the school board has approved the addition of work experience education to the district curriculum, the next step is to create a detailed operational plan. A permanent advisory committee, chosen at this time, offers several advantages. It should be managed at the district level when more than one high school is operating programs.

7. In an effort to prevent misunderstanding and expedite action, the organizational pattern for new programs must be carefully thought out and the levels of authority and responsibility detailed in writing.

Perhaps the most essential ingredient in determining the success of a new work experience education program is extensive, careful planning. Some of the important questions that must be answered before final decisions are made are the following:

How can students' needs be determined?
Will work experience education fit into the existing philosophy of the school district?
Do the publics it will serve have a need for and an interest in work experience education?
What is the attitude of community employers, and to what extent will training facilities be made available for the program?
What are other providers of youth employment services in the community doing?
What will be the costs, and how can they be met?
What are the needs of students, especially those who are disadvantaged or handicapped?
Is administrative support available?
How does the faculty view the addition of the new program?

What publicly or privately funded vocational training is available to district students other than that offered within the district?

How do the community and parents regard part-time work for high school students?

The choice of types of work experience education programs to offer must be based on the needs of the student body and of the employing community. No compromise with these facts is acceptable if success is to be achieved. Once a program has been started, changing its direction is difficult. Time and money spent in assembling data before deciding to embark on a program will have a "multiplier" effect that will more than pay off the original investment.

Preplanning Activities

Preplanning begins with the selection of an ad hoc committee representing all the segments of the community that will be involved in work experience education programs. The committee should include administrators, representative faculty members, special education teachers, counselors, parents, students, and community and business leaders. At this time all options must be left open for the ad hoc committee to discuss and to study.

Assembling Data

The first priority for action will be to assemble the necessary data on which the final decisions will be made. Some data will be available from the schools, from the chamber of commerce, from local and state agencies, and perhaps from previously completed community surveys. Additional surveys, both factual and attitudinal, will be necessary, usually in the form of questionnaires. Samples of questionnaires that may be used in the process of assembling pertinent data may be found in Appendix H.

Types of information needed are as follows:

1. *Demographic data on students.* These data should include characteristics of student groups, post-high school plans, extent of the dropout problem, and numbers of handicapped and disadvantaged students.
2. *Information on employers.* These data should include types of businesses that might offer training facilities, the number of employers interested in the program, wage scales, and union affiliations.
3. *Information on the community.* These data should include geographic and sociological information, the community's attitude toward working students, transportation available, and the amount of civic assistance possible.
4. *Information on parents.* These data should include information on whether parents want their sons and daughters to work part time and whether the parents will help the program or hinder it.
5. *Inschool data.* These data should include the amount of faculty and counselor knowledge of and support for the program, occupational training currently available in the curriculum, and its success in meeting the needs of the student population.
6. *Financial data.* These data should include the financial characteristics of the district, special funding that can be utilized, and anticipated excess costs.

The more relevant the information that can be gathered and presented to the preplanning committee for study, the more likely it is that sound decisions will be made.

Estimating Costs

During the decision-making process, the cost of operating various types of programs must be considered. There are excess costs in all quality programs; some programs are more expensive than others. Program costs may be partially compensated for because students enrolled do not need school services while they are at work. Programs for special groups of students may be eligible for additional funding. The prospect of additional money being brought into the school district from these sources should not, however, influence the selection of programs. Nor should availability of additional funding be the decisive factor in deciding to offer work experience education at all. A district must weigh the advantages of work experience education programs against the costs in money and personnel; its decision should be based on that consideration alone.

The major cost of a work experience education program is the salary to be paid to each coordinator. In figuring out the cost, one should consider a contract lasting 11 or 12 months of the year. An additional cost, frequently overlooked, is the time needed for the district administrator to carry out his responsibilities and the time needed

by counselors, faculty members, and administrators at the school level to carry out their responsibilities. Such responsibilities should be part of the job descriptions; sufficient time should be allotted so that the responsibilities do not become another burden on already overworked personnel. The costs of clerical help, travel, and the telephone should also be considered. Further explanation of the necessity for budgeting for these expenses is given elsewhere in the handbook.

Estimating Space Requirements

Adequate office space for the coordinator is often overlooked in preplanning. Space is sometimes so limited, especially in the counseling office, that it may be physically impossible to provide space for the coordinator. Yet in holding conferences with individual students, the coordinator must have privacy. He must also have room for his clerical assistant and for files. The coordinator's office should be located near the counseling office because of the need to consult with the counselors for various reasons, to examine student records, and to use career guidance materials as part of the work experience education program. This office should be in the counseling area; if not, it must be easily accessible to students on the school grounds.

Making Decisions

After the ad hoc committee has gathered together and studied and evaluated all the pertinent data, it should be capable of making decisions based on answers to the following questions:

1. Are work experience education programs needed in the community and in the school?
2. Are these programs feasible in view of requirements for funding and facilities?
3. What types of work experience education programs will best serve the student population?

The ad hoc committee will have completed its objectives when it communicates its decisions in the form of recommendations to the administration and to the school board.

The purpose of Figure 3 is to lay out the steps necessary to plan, develop, try out, and maintain a quality work experience education program.

Operational Plan

If the school board decides to add work experience education to the district's curricula, the next step is to create a detailed operational plan that will meet the objectives selected by the preplanning committee and approved by the board. As in the preplanning stage, sufficient time and effort must be expended to assign personnel responsibilities and to describe clearly the activities to be carried on. The final plan must then be presented in outline form to the State Department of Education for approval before school credit can be granted.

Permanent Advisory Committee

The best time to choose a permanent advisory committee is at this point because the members will feel a responsibility for programs that they had an important role in originating. Members of the ad hoc committee who made the original recommendation to the board may be asked to continue their services.

Characteristics

Work experience education programs require a different type of advisory committee than those programs concerned with one discipline or one segment of vocational education. The work experience education advisory committee is involved in all occupational areas in the community and with career guidance and part-time employment. It must, therefore, be broadly based. It should be made up of employers, members of labor unions, parents, faculty, and students.

Some of the large cities are planning to divide single advisory committees into several committees representing geographical areas to develop concern for students living within those areas.

Membership

The advisory committee should be made up of the following:

Representatives from all the groups to be served by programs

Representatives from business and industry who have the respect and confidence of their associates

Persons with a strong commitment to their community and to the welfare of their schools

Persons with the time to permit active participation in the work of the committee

Members of the district administrative staff and school faculties who strongly support the program and can be influential in bringing about action

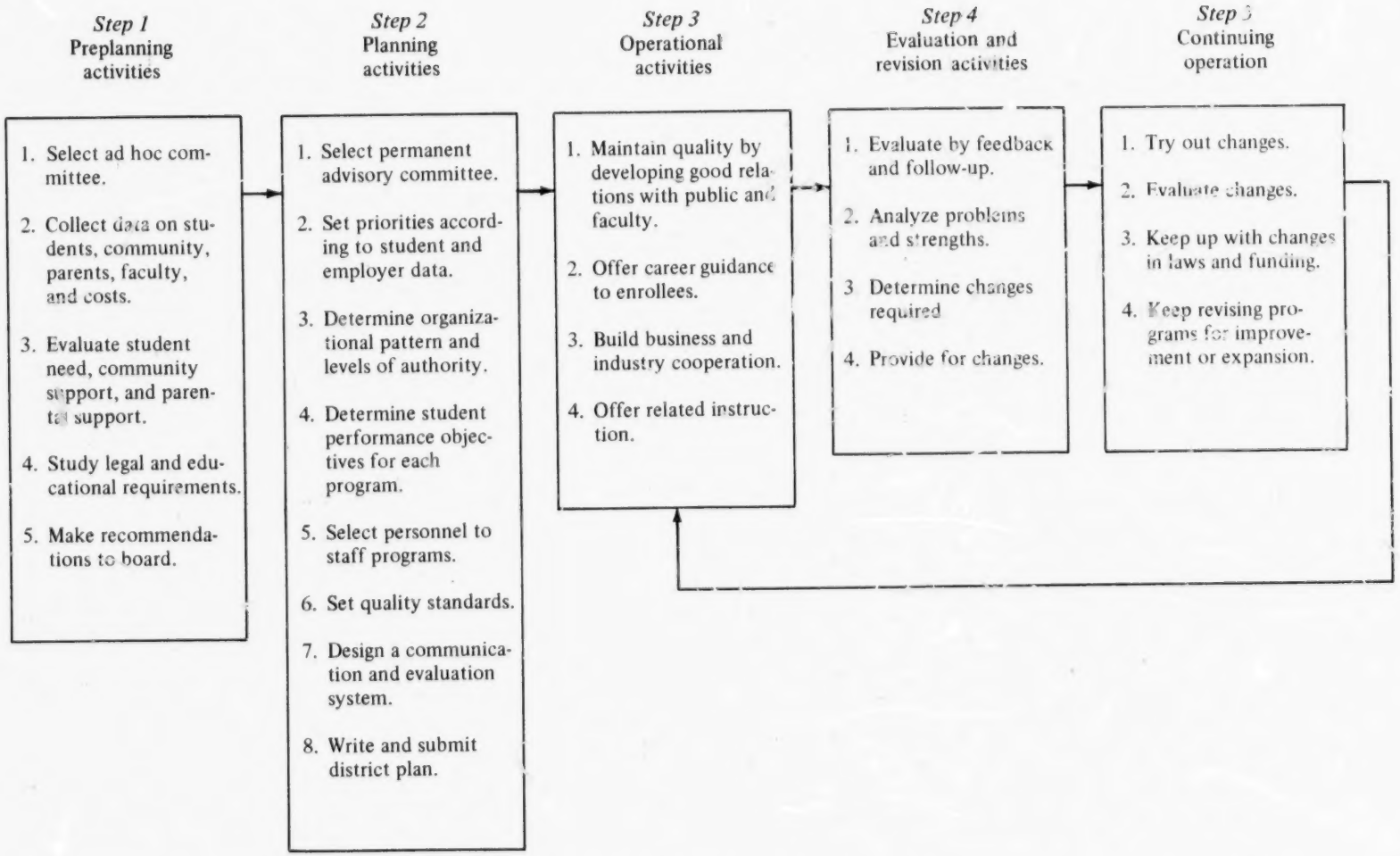

Step 1
Preplanning activities
1. Select ad hoc committee.
2. Collect data on students, community, parents, faculty, and costs.
3. Evaluate student need, community support, and parental support.
4. Study legal and educational requirements.
5. Make recommendations to board.
Step 2
Planning activities
1. Select permanent advisory committee.
2. Set priorities according to student and employer data.
3. Determine organizational pattern and levels of authority.
4. Determine student performance objectives for each program.
5. Select personnel to staff programs.
6. Set quality standards.
7. Design a communication and evaluation system.
8. Write and submit district plan.
Step 3
Operational activities
1. Maintain quality by developing good relations with public and faculty.
2. Offer career guidance to enrollees.
3. Build business and industry cooperation.
4. Offer related instruction.
Step 4
Evaluation and revision activities
1. Evaluate by feedback and follow-up.
2. Analyze problems and strengths.
3 Determine changes required
4. Provide for changes.
Step 5
Continuing operation
1. Try out changes.
2. Evaluate changes.
3. Keep up with changes in laws and funding.
4. Keep revising programs for improvement or expansion.

Figure 3. Steps in creating and maintaining work experience education programs

The work experience education advisory committee should represent every segment of the community.

A list of qualified persons should be presented to the superintendent and governing board for their review. The superintendent should then extend an invitation in writing to those selected.

Operation

Meetings may be set for regular intervals or may be held only when necessary. The advisory committee of a new program may want to meet as often as once a week during the planning stage of a new program and once a month during the first year of operation.

The superintendent should designate the chairman of the advisory committee. In a high school district with several schools, the chairman will probably be the district administrator responsible for the program. He should prepare an agenda and send it to members prior to each meeting, allowing them time to prepare for action on agenda items. Minutes of all committee meetings should be sent to principals, committee members, and interested faculty members.

Establishment of Priorities

The creation of an operational plan starts with making some hard decisions on what programs to offer and what programs to leave out. The advisory committee may conclude that a student body could profit from all three types of regular programs and from special programs for the disadvantaged and handicapped. The committee may decide, however, that a limited effort is called for to begin with because of limited funds, limited employment opportunities in the community, or both.

The advisory committee will want to recommend to the administration and to the school board only those programs (1) that are within the limits of the district's ability to fund, staff, and maintain on a satisfactory level; and (2) that will provide the greatest service for those students most in need. If pertinent data have been gathered and presented to the committee for study, it can reach wise decisions on priorities.

Admissions Policy

Once priorities have been set on the types of work experience education programs to be offered by a district, the next task is to decide which students will be admitted to these programs since the number of enrollees must be limited. Questions to be answered, for example, are (1) whether a student with a good scholastic and citizenship

record should be chosen instead of one whose grades are poor and who is frequently absent or tardy; and (2) whether a student who needs to enroll in a vocational program to obtain training in his occupational field should be accepted instead of the student who needs a job to stay in school.

Such decisions must finally be made on an individual basis by the coordinator with the assistance of the counseling staff; the advisory committee may, however, wish to establish some general guidelines. The coordinator who allows more students into his programs than he can adequately supervise may be doing a favor for a few, but he dilutes the total program and risks the loss of community and faculty support.

Organizational Patterns

Each work experience education program has different requirements for coordination, student load, community involvement, and need for liaison with other public agencies concerned with the welfare of minor students. A school system into which a new program is being introduced is usually already in existence; line and staff relationships have already been determined. The district organizational chart should be studied and recommendations made by the planning committee as to where the new program best fits into this hierarchy of authority and responsibility. Possible organizational patterns may be divided according to the size of the district since size will affect the lines of authority, the delegation of responsibility, and the number of specialized functions.

The three types of high school districts are (1) the very large district; (2) the medium-sized district; and (3) the district with only one high school. The very large (usually urban) high school district has many levels of responsibility and authority between the coordinator and the superintendent. These lines must be carefully delineated and communication kept open since program requirements change, economic conditions affect training stations, and legal restrictions may be revised or eliminated.

Medium-sized districts, containing fewer high schools, have much shorter communication lines; more responsibility will, therefore, be delegated to coordinators. In districts with one high school

The work experience education coordinator discusses with a prospective enrollee what her chances are of being admitted into a program.

(usually rural), the coordinator will probably work directly with the principal-superintendent; the coordinator's access to assistance with decision making will be immediate and continual. No special organizational problems should arise.

Division of Authority

The first two organizational patterns – those designed for very large high school districts with many schools and medium-sized high school districts with several schools – are presented with the same problem; i.e., how to divide or share authority. The reason for this problem is that the coordinator or teacher-coordinator usually works on the high school level and is, therefore, under the direct authority of the principal. However, certain aspects of his job description are controlled by specialists at the district level. This problem can be solved only to the extent that the district specialists, the principal, and the coordinator understand and accept the fact that responsibility is shared and that authority is divided.

In very large and medium-sized districts, immediate management authority should be exercised by the principal. Professional authority – that having to do with professional responsibilities and district policy – should be under the jurisdiction of a district administrator who is knowledgeable about work experience education and is responsible for maintaining uniform standards. If conflicts arise, the district must have the final authority since the ultimate success of the total program depends on policy decisions made and kept at the district level.

A description of responsibilities that should be reserved to the district, such as maintaining program standards throughout the district, equalization of opportunity between schools, and management of the district advisory committee, are described in Appendix B. The coordinator should accept professional advice and direction from specialists in authority in the district. Decisions of the principal as to physical facilities, scheduling of students within the school, and integration of vocational instruction into the school curricula should be considered final. This division of authority must be made clear to all to prevent problems from arising. Written, specific delegations of authority are extremely helpful to the coordinator.

Shared authority also becomes necessary in the medium-sized or larger district. An example of shared authority is the manner in which new coordinators should be selected. The matter of an applicant's professional ability should be decided at the district level. The applicant is then referred to a principal, who will judge his potential compatibility with the rest of the faculty and his suitability for participating in the programs planned for the school.

The coordinator attached to a single high school is a specialist whose expertise is not duplicated at that level. He needs strong support from his principal, who must make clear to the faculty, by circulating a job description if necessary, what his responsibilities are and how he is expected to function within the school. This kind of action by the principal will prevent misunderstanding and encourage cooperative effort by school personnel.

Because the coordinator makes certain important decisions involving the business community without the aid of other educators, he must be well informed about all aspects of his field and be professionally trained to make such decisions correctly.

Personnel Management

The size of a district determines the makeup of the work experience education programs in that district. In addition to the design of an appropriate program organization, the matter of staffing a program must be decided on. Types of personnel management possible are (1) teacher-coordinators at the school level who teach and coordinate students on the job; (2) a full-time coordinator at the school level or a coordinator who serves several schools; and (3) a combination of staffing styles.

In all three cases there must be an administrator who is responsible for the program at the district level. He may have the title of director of work experience education, director of vocational education, assistant superintendent for vocational and practical arts, or some similar title.

If exploratory and general work experience education programs predominate, the coordinator may serve under the head counselor; in fact, he may be a counselor himself. A promising innovation is the career development center.

If the thrust of the district is toward establishing and improving vocational programs, the coordination function may be divided among vocational instructors who coordinate their students on the job (cooperative vocational education) or may be given to a single coordinator of

diversified occupations. In any of these staffing plans, it is essential that (1) a district administrator be assigned the responsibilities of maintaining standards and overall coordination; (2) a written description of his responsibilities and duties be given each coordinator; and (3) an exact delineation of line-and-staff relationships be made and understood by all concerned.

In cases where several teacher-coordinators or full-time coordinators serve one district, a clearly specified division into geographical or industry classification areas should be made, coordinators being assigned to each. Otherwise, employers will become confused and annoyed by the many calls from specialized school staff working in different programs.

CHAPTER III

Development of a District Plan
(Part 2)

Summary of the Chapter

1. Although the coordinator is the key person in the program, other personnel who work with or assist him, such as administrators, counselors, and teachers, must have time allotted to them to perform their specified duties. A full-time experienced clerk is necessary to relieve the coordinator of many routine duties so that he can do his professional job efficiently.

2. The coordinator must be highly competent and thoroughly trained in his professional duties. He is required to make decisions of a serious nature regarding laws and regulations concerning minors and to represent the district in the community.

3. Different types of staffing patterns within schools and districts are possible. These patterns are to be determined by the programs to be offered.

4. The creation of suitable forms and records adapted to district needs is extremely important since an efficient communication and data retrieval system will allow programs to operate far more efficiently.

5. Quality standards set up at the start and carefully maintained will lead to healthy growth on the campus, increased cooperation by employers, and respect in the community.

Much more remains to be done before the final operational plan can be submitted in outline form to the State Department of Education for approval. To be considered are selection of personnel, performance objectives, related instruction, records and communication, standards, and articulation.

Selection of Personnel

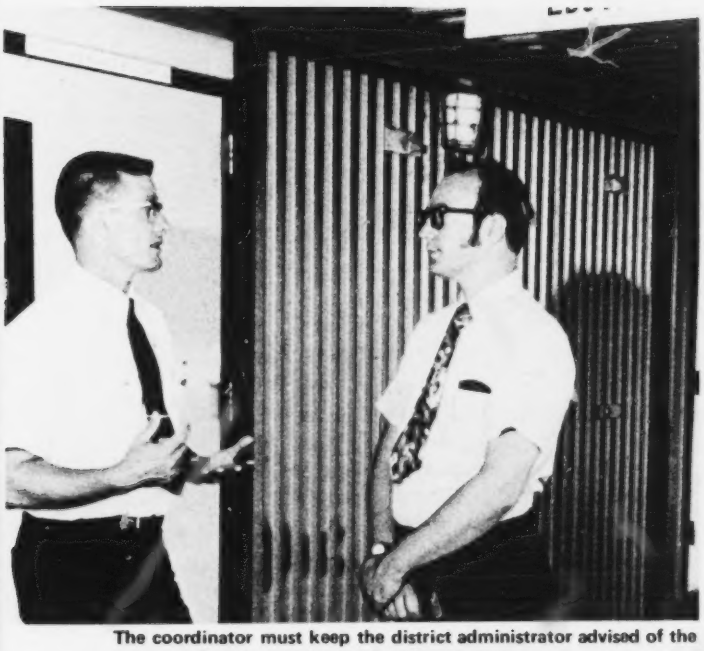
Although several kinds of personnel with differentiated functions and specialized knowledge are required, the coordinator (or teacher-coordinator) is always the key person in the operation of work experience education programs. He should have mature, well-trained clerical assistance to operate efficiently, and he should have the support of a knowledgeable district administrator.

Clerical Position

A well-trained clerk may assume many minor and routine tasks that would otherwise fill the coordinator's time. One such task is the processing of forms needed for the various programs. This procedure is sound economically in view of the salary differentials between professional and classified employees. This clerical position requires a person who has initiative, who can communicate effectively with students, and who has a working knowledge of the requirements of work experience education programs.

District Administrator

The administrator at the district level must have a broad knowledge of the purposes and requirements of all types of programs, of the funding characteristics of each program, and of legal restrictions. When there are several coordinators in a district, either part time or full time, the district administrator will need to take on supervisory duties as well. He should be familiar with the quality criteria for the work experience education programs carried on by his district and should be responsible for their maintenance. He should take



The coordinator must keep the district administrator advised of the progress of work experience education programs.

leadership in improving and expanding programs and in bringing about necessary program changes. And he should take part in evaluation and follow-up and in any research necessary to improve programs. A description of his responsibilities is presented in Appendix D.

Selection of the Coordinator

The most significant choice of personnel is the choice of the coordinator of work experience education programs. Competencies vary with the types of programs to be offered by the district. For this reason, job descriptions should be written after the programs have been agreed on. For example, if the major program is vocational, two types of coordination are possible. A vocational teacher may coordinate the activities of his own students on the job, or a credentialed specialist may coordinate the activities of all of the school's vocational students enrolled in work experience education.

Knowledge and Experience

A district coordinator serving more than one school and several types of programs must have a knowledge of the rules and regulations that differentiate the various programs, and he must be familiar with the requirements of many occupational fields.

Although the State Board of Education sets minimum requirements for certification, a school operating a work experience education program should establish additional standards according to its operational plans. The extent and relevancy of the occupational experiences of an applicant are important. A coordinator should have knowledge of vocational guidance and of the psychology of the world of work. Acquaintance with the characteristics of a community and the job opportunities available there should be a strong consideration in selection.

Personal Qualities

Personal qualities such as attractive appearance and personality, self-motivation, and empathy for others are especially desirable for a work experience education coordinator because of the many kinds of relationships he must cultivate and maintain. He must have excellent physical stamina and emotional stability. It is also helpful if he is systematic and orderly in organizing his work. Since he must make independent decisions daily, he must have good judgment; he must be able to balance the needs of individual students and of employers fairly without slighting either.

Professional Training

Since a coordinator is a specialist, he requires professional training in the administration of quality programs and in the practice of its methodology. Educational objectives should be stated in program content required rather than in the number of courses or units to be completed.

Information on preservice and inservice work experience education courses to be offered, with dates and places, can be obtained by writing to the state consultant for work experience education.

In general, the work experience education coordinator must be competent in (1) handling personal and educational problems related to student employment; (2) administering programs; (3) maintaining good public relations; (4) interpreting federal, state, and local laws and regulations concerning the employment of minors; and (5) understanding the requirements for reimbursable programs.

A coordinator not responsible for a class in related instruction should be capable of assisting the teachers of such classes in planning instruction useful to students in their on-the-job experiences. A typical job description for a full-time coordinator is given in Appendix D.

Determination of Performance Objectives

The current trend toward designing programs based primarily on student performance rather than on program features is one that should be encouraged by those concerned with the quality of work experience education. Few coordinators have yet had sufficient training to be comfortable with this new method of curriculum design, but its use should be rewarding to both students and teachers.

The rationale for this new approach should be considered. The purpose of education is to bring about desirable changes in student behavior. If these changes are to be evaluated, they must be observable so that teacher and student know when change has taken place and to what extent. Once desirable outcomes for a program have been agreed on, the methods to achieve them are chosen. In the case of work experience education, performance objectives are based on student, community, and school influences.

Since work experience education uses the community as a classroom, the community participant has to contribute to the evaluation of student performance. This contribution might include certain observable behavior patterns indicating a student's ability to assume adult roles. An employer can become a part of the evaluation team, and the student should be a member. Pretesting, post-testing, and student comments help the coordinator to discover attitude changes.

Related Instruction

The term *related instruction* refers to inschool programs that set the direction for student learning in the work environment. Usually, the instruction is given in the form of group meetings held on a regular basis throughout the school year. Whether the related instruction stems from an instructional program or a guidance program, it is the base from which students enrolled in work experience education correlate their inschool learning with the realities of the larger society. Great variety can be present in the related instruction offered; for example, in the depth and in the amount of time required.

Basic Forms

The basic forms of related instruction are (1) actual instruction for occupational competence to enable students to reach employment goals; and (2) development of desirable work habits and attitudes and improvement of career development capabilities.

Instruction for occupational competence is best exemplified by the combination of a vocational education instruction program and a work experience education program. This form of instruction requires the close and continuing correlation of information on vocational skills learned in the classroom and instruction given on the job. The correlation requires a training plan covering instructional objectives developed from a task analysis of significant worker activities.[1]

Development of good work habits and attitudes and the improvement of career development capabilities involve elements common to all occupations. These elements include getting along with one's employer and one's fellow workers; learning one's job; living on one's earnings; organizing one's work; recognizing the benefits of work experience and capitalizing on that experience; and participating in employee groups. This

[1] *Cooperative, Distributive, and Office Education Programs.* Prepared by Jerry Levendowski. Los Angeles: University of California, Division of Vocational Education, [1969], pp. 27-28.

The job supervisor must make sure that the training plan for a student is adhered to.

instruction may be provided by the use of discussion or conference groups, panels, or speakers; individual research projects; or small-group meetings in which topics of special interest are discussed.

If this second type of related instruction has been designed with clear and concise objectives instead of generalized objectives, a pretest can establish what the student has already learned. He will then not be forced to cover material already presented and can spend his time in more productive class work.

Scheduling

Scheduling related instruction presents a variety of problems, but the values to be gained far outweigh the difficulties. The coordinator will need to be certain of these values if he is to convince others. The basic reasons for related instruction are as follows:

1. Peer group interaction can be a productive sharing of experiences that offers, among other possibilities, an exchange of job information and assistance with individual problems.
2. Job experiences can be related to inschool learning. The student will know what he needs to study and why.
3. Students learn to identify with the program and with other working students. They gain recognition on campus for having ability, an important factor in developing self-acceptance and self-respect in youth of high school age.
4. Provision can be made for immediate short-term remedial training to correct identifiable job-skill deficiencies.
5. Students can be helped in a reexamination of their short-term aspirations in light of long-range occupational goals. Career guidance is facilitated at a time when it is needed.
6. Those students who, in trying out a chosen occupation, find that their choice has been incorrect can be helped to make necessary changes in educational planning.

Although scheduling related instruction is difficult, districts have found such practical solutions as weekly meetings before school, at noon, and in the evening; regular class meetings on a modular schedule; and regular class meetings throughout the semester.

Importance of Records and Communication

Generally, the coordinator feels that he is making the most effective use of his time when he is in the field or when he is working face to face with students. He considers paper work a nuisance and tends to give it a low priority among his activities. A coordinator should, however, recognize the importance to the success of his program of (1) a data storage and retrieval system; and (2) a serviceable communication system. By making use of available modern techniques, he can decrease the time required for his work while maintaining the flow of necessary forms and communications.

Forms System

A coordinator should analyze at intervals the forms he is using as to functional value and need. Forms include (1) those used to store data until needed, such as statistical forms and parent permission slips; and (2) communications to counselors, students, parents, faculty members, and so forth. The first type must be available as needed. The importance of the second type is obvious since programs cannot function without continuous cooperative effort.

Designing a simple and efficient forms system from the beginning of one's work will help to avert many problems. When new types of work experience education programs are added, special new forms are required. Once set up, a properly designed forms system can be handled by the clerical staff; the coordinator is thereby relieved of some of his work. The forms should be kept as short and as practical as possible. The time and money used to design and print them will be more than repaid. Color coding is helpful in making them easily distinguishable.

Basic forms used in the operation of work experience education programs are as follows:

Student enrollment forms
Job order forms
Permits to leave school
Cards of introduction
Student production cards (hourly records)
Employer ratings of student worker
Coordinator performance observation report on student worker
Training agreements and plans (contracts)
School grade transmittal forms
Evaluation and follow-up forms
Special work experience education program forms.

Basic forms used for communicating with others are as follows:

Letter to parent requesting cooperation
Letter to employer requesting cooperation
Requests for counselor assistance and approval at time of enrollment of students
Change-of-status notifications

Legal forms used are as follows:

Social security application forms
Work permits
Parent permission slips
Parent liability forms

Recordkeeping

The California Administrative Code, Title 5, Education, Section 10076, states that a school district must maintain the following records:

(a) A record of the type of work experience education in which each pupil is enrolled, where he is employed, and the type of job held
(b) A record of work permit issued if applicable
(c) The employer's report of pupil attendance and performance on the job
(d) The report by district personnel of observations of pupils at work stations
(e) The report by district personnel of consultations with employers
(f) The rating of each pupil, including grade, by district personnel

Also to be included in the records are the name of the course, the amount of credit awarded, the total number of verified hours worked, and a brief explanation of the job performed unless its nature is well known. The coordinator's and the employer's reports of the student's work should both include information concerning the student's attitudes, aptitudes, and quality of work. Records of a student's work experience education should be entered in his permanent cumulative record.

Adaptation of Forms

The forms shown in Appendix H will need to be adapted to each school district's requirements. Major functional needs for working with school personnel and students are described as follows:

Counselor Forms

Since no students should be placed in a work experience education program without the approval of a counselor, a form is needed for this purpose. Once a student is enrolled, his counselor should be kept informed of the student's progress and any change in status. The counselor should also be consulted on any serious problems that arise and be informed of the grades the student receives.

Program Forms

Different types of forms are needed for different types of programs. For example, employed students use an enrollment form different from that used by unemployed students. A form dealing with permission to leave school may be required. Observations of on-the-job performance by the coordinator require a record form, as do employer rating forms, again of different types for different programs. Forms dealing with student self-rating and student appraisals of employers and of the work experience education program are desirable for guidance puposes, for feedback, and for eventual program improvement. A form on which to keep a record of student conferences with the coordinator is useful. The coordinator will need school district forms for the purpose of transmitting the grades of his enrollees to those district personnel responsible for student grades.

Other Forms

If the teacher of related instruction is other than the coordinator, communication between the teacher and the coordinator must be maintained by the use of whatever forms are necessary. Provision must be made to reach instructors when remedial work for enrollees is needed. In small school districts fewer forms are required since communication can be on a face-to-face basis. In large school districts, especially where coordinators serve several schools, many more forms are needed.

Establishment of Standards

A high school district wanting to provide quality work experience education programs for its students should decide, before it begins operating such programs, what standards to adopt. Once established, these standards should be safeguarded. Work experience education programs are subject to subtle modification for many reasons, the chief reason being a gradual increase in the coordinator's work load as programs become more popular with the student body. Maximum work-load standards must be strictly observed, and plans must be made in advance to meet increased enrollment.

History of Standards

The lack of generally accepted standards for work experience education programs statewide was noted in the Tyler study made in 1954.[2] The California Advisory Committee on Work Experience Education Programs found this situation unchanged when it began meeting in 1967. By pooling their own experiences, members developed a list of quality criteria that were distributed in 1968 and updated in 1970. Major items that demonstrate quality are listed in Appendix B. Additional information on how to maintain standards is given elsewhere in this publication.

Standards of Credit

The California Administrative Code, Title 5, Education, specifically states what credit may be granted for the three types of work experience education programs:

> 1635. *Credit for Work Experience Education.* The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 5985 credit in an amount not to exceed a total of 40 semester periods made up of one or a combination of two or more of the following types:
>
> (a) *For Exploratory Work Experience Education:* Ten (10) semester periods for each semester, with a maximum of twenty (20) semester periods.
>
> (b) *For General Work Experience Education*: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.
>
> (c) *For Vocational Work Experience Education:* Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

The number of hours of employment or of observation required for the credit mentioned in the California Administrative Code is not specified, and no statewide standard exists. Some school districts have decided on a two-for-one requirement; i.e., two hours of employment for one hour of class time. These districts base their decision on the premise that no homework is involved and that less "new" learning occurs on the job than in the classroom.

Other school districts equate learning on the job with learning in the classroom because, although some employment activities are routine, the understanding achieved by the student in his working environment is continually changing. Students working on the job face variables not as controllable as those encountered in a traditional classroom setting.

Districts that file a plan of operation for work experience education with the State Department of Education must assure the State Board of Education that students will be at a work station for an average of ten hours a week in order to receive ten semester periods of credit. Another consideration is that many students cannot be placed in training stations during the first week of school. Time is required to find the right job or observation station for them.

Importance of Articulation

High school work experience education should be articulated downward and upward. That is, the coordinator should continually be working to adapt his programs to meet the needs of the junior high school and community college students in his area.

Junior High School Students

Junior high school students should be planning their high school programs as early as the seventh grade and must make important decisions by the eighth grade. They should be aware of the possibilities for combining school and work that will be available to them when they are old enough to enroll in a work experience education program.

The usual procedure is for senior high school counselors to go to the junior high school to explain to the graduating class what the curricular offerings are. Sometimes the actual scheduling for the following year is done at this time. Since work experience education is an entirely new concept for junior high school students and is different from other course offerings, the work experience education coordinator might go with the counselors to explain the program and answer questions. An attractive explanatory brochure given to the students to take home to their parents will lead to future applicants.

Community College Students

Articulation of high school and community college work experience education programs benefits both. High school coordinators may tend to think of the college student as being too challenging a competitor in the job market; they may fear that he will monopolize the work stations available.

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[2] Henry T. Tyler, *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges.* Sacramento: California State Department of Education, 1956.

This fear is not necessarily well founded, for in many areas the programs coexist harmoniously.

The community college student is usually more independent. As a result he is more selective as to types of work stations, wages, and his future with the company he is working for. The high school student labors under the disadvantage of needing a work permit. He is usually unable to work until afternoon and sometimes has transportation problems. He may require more training and supervision; but if he likes his employer and his job, he will tend to be loyal, undemanding, eager to learn, and productive.

Effect on Hiring

When faced with hiring either a high school or community college student, an employer may base his choice on who will stay with him the longest. Therefore, an articulated high school and community college program is a strong selling point since the employer can count on the uninterrupted employment of the student.

The coordinator should encourage his students to visit the nearby community college and should invite the college coordinator to visit the related instruction class and explain the college program. If coordinators on both levels belong to a local chapter of their professional organization, articulation should normally follow.

Submittal of the District Plan

High school districts planning to operate a work experience education program must submit for approval by the Vocational Education Section, State Department of Education, a plan formally adopted by the district, as required by the California Administrative Code, Title 5, Education. The plan must contain information on the types of work experience education to be offered, on pupil qualification, on supervision, on records the district will keep, and on criteria for selection of work stations. An outline of the required information for the district plan is given in Appendix C of this handbook.

CHAPTER IV

Operation of a Work Experience Education Program

Summary of the Chapter

1. During the crucial first year, priority should be placed on getting the program off to a successful start. The coordinator's primary concern should be to establish productive relationships with students, the community, the faculty, and parents. Frequent meetings with the advisory committee members are advisable.

2. Work stations must meet the provisions of the California Administrative Code, Title 5, Education, Section 10077. In addition, other factors such as convenience of location, reputation of the employer, appropriateness of the training to the student's ability and career goals, and so forth should be considered. Coordinators should seek the assistance of many individuals and groups in finding acceptable work stations, including advisory committee members, churches, service clubs, public agencies, and any others concerned with the welfare of youth.

3. In an evaluation of the quality of all types of work experience education programs, the elements that should be measured are as follows:

   a. Efficiency and effectiveness of coordination practices
   b. Amount and variety of training offered at work stations (or observation, in the case of exploratory work experience education)
   c. Degree of employer cooperation
   d. Relevance of related inschool instruction to each student's needs
   e. Advance planning for evaluation and eventual change

4. A continuing program of public relations aimed at the various publics affected by the work experience education program is essential. Included must be the faculty, students, parents, the community, the administration, and employers. A multimedia approach should be planned, and the program should operate throughout the year.

Regardless of the time spent in careful planning, those involved in a new work experience education program should be patient during the first year of operation. The program will be not only new but conceptually different from many other educational programs. Consequently, it will have all the problems of a new elective subject and will be subject to misunderstanding as well. The coordinator will need time to make adherents for his program among the faculty and the members of the community.

Establishment of Priorities

The usual difficulties in scheduling occur in the first year, when students often are not yet sufficiently aware of the values of the program. The coordinator's pupil load should be kept small enough so that he can publicize the program on campus, observe local business-industry practices, and locate acceptable work stations. His concern for establishing positive relationships with students, community, and faculty should have priority at this time.

What seemed to be well-designed procedures may be found unworkable. The best time to make changes is during the first year while alternatives can be explored and before activities have settled into routine.

The coordinator should hold frequent meetings during the first year with advisory committee members, with school staff, and with others

affected by the program. Expectations must be measured in the light of these priorities.

Search for Acceptable Work Stations

One of the major tasks of coordinators is finding work stations where students who wish to enroll in work experience education programs may obtain the proper experience. When operating either a general or a vocational work experience education program, the coordinator must give special consideration to the needs, interests, and abilities of individual students; he should attempt to match the job and the student.

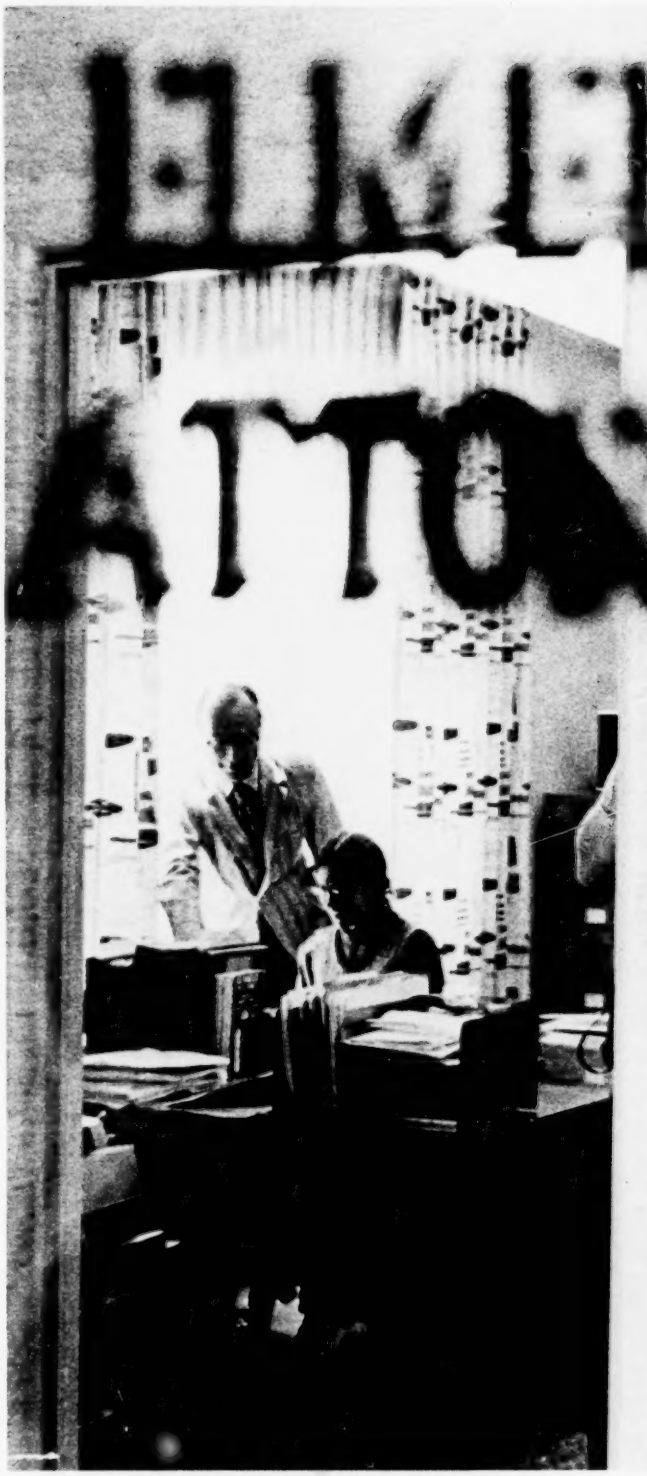
Some students find their own jobs before enrolling in general or vocational work experience education. In this case the student may request that he be allowed to keep his job and enroll for work experience education credit. When such a request is made, it is the coordinator's responsibility to visit the student's place of employment and his employer to determine whether the job provides an acceptable work situation and whether the employer is willing to carry out his responsibilities. If a student wishes to enroll and is not already employed, it is the coordinator's responsibility to help the student find a work station suitable for his needs. The student is usually placed in regular classes until a job can be found for him.

Types of Work Stations

Work stations vary according to the type of work experience education program to be conducted. Information concerning work stations of various types available within the community may be obtained by such means as community surveys. The procedure followed most often is direct solicitation of employers. In choosing the appropriate work station for a particular student, the coordinator may find it necessary to visit several employers before he is able to find a suitable place.

Placement Assistance

In his search for work stations, the coordinator may also obtain the assistance of other school personnel and advisory committees. If a placement office is operated by a school in which a work experience education program is conducted, the coordinator should work in close cooperation with that office in his search for work stations. In many communities youth employment services and



An attorney's office provides a satisfactory work station.

various community civic groups interested in the welfare of youth are actively involved in job placement. Coordinators should make use of the assistance offered by these groups and should cooperate with them in every way possible.

Standards for Work Stations

Work stations must measure up to many standards. Specifically, they must conform to the provisions of the California Administrative Code, Title 5, Education, Section 10077, which establish the criteria for school districts to observe in the selection and approval of a work station as follows:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.
(b) The employer knows of the intent and purpose of the type of work experience education in which the pupil is enrolled.
(c) The work station offers a reasonable probability of continuous employment for the pupil during the period for which he is enrolled in work experience education.
(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
(e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil
(f) The employer will provide adequate supervision to ensure a planned program of the pupil's job activities so that the pupil may receive maximum educational benefit.
(g) The employer, as required by law, will provide adequate compensation insurance whenever the pupil is being paid a cash salary or wage.
(h) The employer will maintain accurate records of the pupil's attendance.

Other Considerations

Factors to be considered by the coordinator when he chooses a work station are as follows:

Are the wages to be paid comparable to those paid for similar occupations in the community?
Is the work station conveniently located with respect to the student, the school, and the coordinator?
What is the reputation of the employer in the community?
Does the employer select his employees carefully?
Will the job provide a sufficient number of hours of profitable training?
Will the job provide training in all appropriate phases of the occupation rather than in routine activities only?
Does the job provide training in an occupational area in which a beginner would have a reasonable chance of finding full-time employment upon graduation?
Are the tasks to be performed on the job within the scope of the student's ability but at the same time difficult enough to provide a learning situation?
Do local union regulations and practices affect work experience education students?

Elements of Good Programs

The quality of work experience education programs can be judged by their success in reaching chosen objectives. Since these objectives vary according to the type of work experience education program conducted, this chapter is concerned chiefly with quality elements that are general to all types of programs and so can serve as common denominators of evaluation.

The most significant elements of quality are (1) efficiency and effectiveness of coordination practices; (2) amount and variety of training offered at work stations (or amount and variety of observations offered in exploratory work experience education programs); (3) degree of employer cooperation; (4) relevance to each student of related inschool instruction; and (5) advance planning for evaluation and eventual change. Each of these items is discussed as follows:

Coordination Practices

For a coordinator, time is of the essence. Moreover, his copartner, the employer or his designate, has many other responsibilities that take up his time. The two must learn to work together efficiently. When feasible, job visitations should be planned in advance and made by appointment.

The frequency of visits to a training station depends on the type of work experience program being conducted, the student's needs, the type of work station, the time of year, and the types of instruction being given in the classroom and on the job. Some student workers need close attention; others need to be visited only once every three or four weeks.[1]

[1] *A Guide for Cooperative Vocational Education.* Minneapolis: University of Minnesota Press, 1969, pp. 89-90.

The pressure of coordination activities centering on training stations may cause coordinators to overlook the necessity of a continuous program of fostering good public relations both on and off campus. If an effort of this type is ignored for long, even the most successful work experience education program can be eroded.

The best method of making certain that time is used productively is to keep a calendar of events. The coordinator should plan several months ahead the various activities that will take place with the program's numerous publics. An efficient coordinator will design forms and records suitable for his programs, and he will revise them when necessary. Another qualitative judgment to be made is how effective the coordinator is. Some measurements of effectiveness are parent, student, and employer satisfaction; amount of faculty support; and results of follow-up.

The duties and responsibilities of the coordinator of a work experience education program may extend beyond the regular school year. Duties in which the coordinator may be involved at this time include locating work stations, checking students' attendance and scholastic records, participating in preregistration activities, assisting students by guidance and counseling, meeting with advisory committees, evaluating the program, and following up former students.

In some programs a counselor may find that two weeks at the end of the school year and two weeks before the start of the fall semester are adequate for carrying out his duties. However, a coordinator who must obtain work stations during the summer may have to be employed on a 12-month basis. This extra expense must be budgeted for.

Work Stations

By the time he has decided to hire a trainee or offer exploratory experiences to students, the employer should be fully aware of his responsibilities. For a variety of reasons, however, he may keep the student too long at routine work or work already learned, put him to doing unsuitable work, or neglect him in other ways. Deterioration of work stations can be prevented by coordinators who help employers to understand a student's needs. In so doing, the employers will maintain enthusiasm for the work experience education programs in which they have chosen to participate. At quality work stations of any type, employers encourage growth and recognize improvement in each employee.

Employer Cooperation

The employer's own enthusiasm for the work experience education program is a good measure of how well he is cooperating. If he willingly gives his time to meet with the coordinator (or designates a training sponsor to do so), if he ungrudgingly carries out his responsibilities in the training agreement, there need be no fear for the quality of the programs.

Relevant Instruction

Related instruction should be judged as to its relevance (1) to the types of programs being conducted; and (2) to the requirements of individual trainees. A common prescription that does not take into consideration such factors as each student's previous training, ability levels, interests, future plans, and so forth, can be worse than no related instruction at all. One measure of the quality of a program is how well related instruction

The coordinator and an employer discuss the employer's responsibilities toward a student employee.

reinforces inschool learning as it gives individuals information about their prospective career fields.

Advance Planning

Necessary activities of every coordinator are (1) to project his program's growth by analyzing informal feedback and by using formal evaluation procedures; and (2) to plan ahead with the help of other responsible school staff. Work experience education programs of quality grow or change; they never stand still. New groups of individuals need to be served, and new opportunities arise through legislation, economic pressures, and special funding.

The five quality elements previously described should be informally evaluated by the advisory committee at least once a year; formal evaluations should take place biennially.

Feedback and Evaluation

If the coordinator has maintained open channels of communication with employers, students, parents, and faculty, he will receive informal feedback continually. The advisory committee can also help the coordinator to find out how his programs are accepted in the community and how they are valued by employers. He should at periodic intervals make conscious efforts to find out what is being said by the various publics.

The coordinator will also need to use several types of formal evaluation techniques. If he has set up programs according to student performance objectives, his task is simplified because his criteria will have been preselected. Evaluation then becomes the measure of how close each student has come to achieving the objectives.

Work experience education students can be given a letter grade; however, rating becomes a problem unlike that faced by the coordinator's teaching colleagues. The coordinator's unique task is that of measuring performance or observation experience that has been appraised by work station sponsors using a variety of standards. Grading is made easier if the coordinator takes the rating sheet to the employer and discusses with him the elements involved in grading. Rating sheets must be carefully designed to eliminate ambiguities and to bring about as much uniformity as possible. They must also be specific to the type of program being offered. Several examples of rating sheets are contained in Appendix H.

The rating form can be supplemented by (1) observation of on-the-job performance; (2) student self-rating sheets; (3) production standards (in vocational work experience education training stations); and (4) other means found suitable by the coordinator.

Inservice Education

One of the best methods of improving programs is to have a built-in plan for personnel development. Coordinators should attend the meetings of the local chapters of their associations, the workshops provided by the county or state, and state conventions. These activities enable the coordinators to keep up with the latest developments in their field and to grow in professional stature.

Large school districts with several coordinators should have regular, frequent meetings of the coordination team. These meetings serve many purposes. Coordinators can plan joint activities, discuss solutions to problems, eliminate friction, and carry on long-range planning for the improvement and expansion of their programs. The district administrator responsible for work experience education programs should attend these meetings and should help the coordination team to reach their jointly determined goals. District procedures should be set up whereby coordinators are kept informed of changes in legislation, new reimbursement formulas in federal programs, and recent trends in program development.

Importance of Good Communication

Getting information on work experience education to students, their parents, the faculty and administration, and employers is one of the vital tasks of the coordinator.

Students

The student audience is continually changing as classes graduate and new classes enter the grade level where they can participate in work experience education programs. The coordinator should therefore, consciously and regularly direct information on these programs to the school population to make certain that students are aware of what opportunities are available. The coordinator must not wait until students are approaching the legal age enabling them to enter his programs before providing information. Many students begin their educational planning several years in advance; they should, therefore, know before high school what work experience education programs will be avail-

able in the years ahead. The coordinator can be assisted by counselors and other faculty members in his efforts to provide information. The coordinator should note that regularly scheduled publicity efforts are far more effective than sporadic efforts.

Parents

Parents play a major role in educational planning by students. If parents are uninformed as to the purpose and value of work experience education, they may react negatively even though their sons or daughters want to enroll. If parents perceive the program as educationally sound and socially acceptable, they will be a strong supporting force.

Faculty

Faculty members see work experience education through the eyes of their students and through their association with the coordinator. Faculty interest lies in the educational value of the program and in the changes they can see taking place in their students. The coordinator should keep the faculty informed of student progress and of the results of follow-up studies, and he should actively seek their contributions to the operation of the ongoing program.

From the start, counselors should be members of the work experience education team. As members they will be continually informed about the activities being carried on and will be involved in them. Only in this way can the counselors judge the value of the programs for their students. In day-to-day informal contacts, the coordinator must make the counselors feel that their opinions and their assistance are important and needed.

Administration

Coordinators should keep the administration informed of the progress of programs by sending written reports that tell how student objectives are being met. Coordinators should keep in mind (1) that administrators must justify the expense and effort expended on work experience education programs; and (2) that to do so, administrators will need reliable data. Coordinators should consider gathering such data an important part of their duties and should request opportunities to present progress reports to the board. They should enlist administration assistance in solving any problems their programs face and should prepare written plans for improvement and expansion.

Employers

Publicity directed toward employers should emphasize the benefits of cooperation, especially in developing a pool of skilled young workers. Coordinators will be most successful by making personal calls at an employer's place of business when there is enough time to answer questions and to discuss the program at length. Meetings of service clubs and trade associations also offer opportunities to talk to groups of employers. Newspaper publicity offers a means of reaching both employers and the community at large.

The coordinator should throughout the year consciously make use of a variety of communications media such as the following:

Articles in community newspapers and in the school paper on student activities, program information, and student success

Flyers, brochures, and letters directed to parents, students, and employers

Presentations by students to student groups, service clubs, parent and faculty meetings, and employer and employee groups

Presentations by coordinators to similar groups

Career clinics for students conducted by work experience education students and participating employers

Employer visits to the school and faculty study trips to business and industry locations

Displays and exhibits of students' work and activity in the school, in the community, and at fairs and conventions

Personal contacts by the coordinator with individuals who have interests and concerns related to the program

Radio and television appearances by work experience education students, employers, and coordinators

In the use of all media, special care should be taken to emphasize the cooperative nature of work experience education and its educational values. In this way the misconception that "it's just a job with credit granted" will eventually disappear.

Coordination Problems

Coordinators face problems that are not easy to solve, especially when programs are just beginning. What is often most needed is time for the coordinator to develop good public relations, to talk to

individuals on and off campus, to develop rapport with students, and to demonstrate what work experience education has to offer. Time will never be available, however, unless coordinators are expected to make these activities an important part of their professional duties.

In May, 1969, at the annual meeting of the California Association of Work Experience Educators (CAWEE), coordinators were asked about some of the problems confronting them. The following quotations describe some of the major concerns voiced by coordinators around the state. The words speak for themselves; they do not need explanation or amplification.

Off-Campus Problems

Employers say [that] *laws are too restrictive and* [that] *it is just too much trouble to fill out all the forms.*

[There is] *too much competition from the local community college for work stations.*

We have no public transportation to take the kids to their jobs.

Our business district is very small; [we have] *nothing but retail job stations and not many of those.*

Our adjoining school districts and even the community college are all competing for the same jobs.

We have a one-industry town with heavy lay-off periods.

Too many companies [have] *"over-eighteen" hiring policies.*

Employers won't take on the responsibilities of a work experience education student.

I can't get cooperation from coordinators in adjoining districts.

On-Campus Problems

[There is] *too much office trivia to take care of.*

No one stays long enough in this job to make real friends in the community.

[A] *large percentage of the student population* [is] *taking four-year college requirements although they'll never make it.*

[The] *student body thinks athletics or extracurricular programs* [are] *more important than work experience education.*

[The] *guidance department* [is] *just not interested.*

Little support [exists] *at the district level for maintaining standards.*

Decisions are divided among too many departments.

Counselors and students resist scheduling a related class.

I can't make decisions and keep them at my level; too many others [are] *involved.*

Not enough team work [exists] *with other coordinators and guidance people in the district.*

Vocational teachers are unenthusiastic.

Creative and patient coordinators have found solutions to these and many more difficulties. They have been helped in their efforts by advisory committees and by individuals interested in the welfare of youth. Laws have been rewritten and codes revised through the efforts of state consultants and the California Association of Work Experience Educators. At workshops and state conferences, sections are devoted to discussing successful ways to meet and conquer obstacles. No coordinator, regardless of how remote he is geographically, should feel that he is alone in his difficulties. He can call on experienced educators who are eager to help him.

CHAPTER V

Cooperation: The Key to Successful Programs

Summary of the Chapter

1. Counselors, coordinators, and vocational teachers must develop a closely coordinated working relationship if work experience education is to be successful. Each has an essential function, and each must be aware of the responsibilities of the other.

2. By law, counselors are the only school personnel authorized to "counsel" students. Coordinators may advise with the counselor's consent. Coordinators have professional responsibility for the quality, effectiveness, and legality of their programs. Vocational teachers who teach related vocational classes may advise about current skill requirements and career opportunities.

3. Team members can help each other in many ways. This active partnership should be carefully planned and carried out. Counselors should be knowledgeable about the programs, should encourage enrollment by all students who can profit, should help the coordinator maintain high standards, and should help evaluate and improve programs. The coordinator can help counselors by assisting in career guidance activities; by consulting with counselors about students enrolled in work experience education programs; by keeping the counselors informed of student progress; and by providing programs of such high quality and obvious value that counselors will be eager to have their counselees participate.

4. Cooperation between business, industry, and the schools is increasing rapidly. Its chief limiting factor is the lack of staff time. Improved communication can eliminate the misunderstandings that sometimes exist. Each must understand that the other operates under constraints and that perspectives are different. Arbitrary and unrealistic standards for hiring and especially the refusal to hire youth under eighteen are two of the greatest deterrents to the expansion of work experience education.

5. The California Chamber of Commerce and the northern and southern sections of the California Industry-Education Council are prime movers toward increased work experience education.

6. A written training plan or agreement helps eliminate misunderstandings and improves the quality of work stations.

7. Schools can improve the partnership with business and industry by giving coordinators time to work with employers; keeping its commitments; keeping work experience education standards high; and showing appreciation for employer efforts.

8. The employment community can help in the effort by modernizing its ideas about youth employment; keeping its commitments; supporting local programs of work experience education; and working on advisory committees or in other capacities.

The success and even the very existence of a work experience education program in a school district depends (1) on the understanding and acceptance of the concepts presented here that deal with coordinators, counselors, and vocational teachers; and (2) on the implementation of a practical plan

based on these concepts. Far more than passive coexistence between coordinators, counselors, and vocational teachers is required. Counselors have essential duties to perform in the work experience education program and must be aware of what is expected of them and what is to be expected of coordinators. The third member of the team, the vocational teacher, also has an important function.

Mutual Rights and Duties

No group can work together effectively unless each member is aware of the responsibilities and prerogatives of the other members of the group. The similarities and differences of the roles to be played by the various members should be examined.

Counselors

Counselors, who hold the pupil personnel services credential, are the only authorized "counselors" of students. They are accountable for the overall education and career plans of their counselees. They may delegate or share an area of this responsibility (the area of vocational guidance, for example), but the ultimate responsibility is still theirs.

Counselors should be expected to understand the potential of a good work experience education program for their counselees and hold it in high regard. Because they have far broader knowledge of their counselees than any other faculty member, counselors should be listened to when a decision has to be made affecting an enrollee in work experience education. Differences of opinion between a counselor and a coordinator should be resolved quickly and fairly; the concern of both should be the welfare of the student. A dispute should not be allowed to cause the deterioration of good working relationships.

Confidential information about students and their families must be protected at all times. The clerical staff must be held to strict business procedures regarding this information.

Coordinators

Counselors must in turn respect the professional knowledge of the coordinator as to the enrollment of students and the management of programs that are the coordinator's responsibility. When coordinators, as in some districts, have a related career-planning function, the student's counselor should be more aware of the planned curriculum. A clear understanding of these essential differences is the key to a good working relationship.

Vocational Teachers

The third member of the inschool team is the vocational education teacher. He can provide essential career guidance information and may advise students about post-high school plans and training opportunities in the community. His primary purpose is to provide the necessary skill and attitude training by regular or related classroom instruction. These three – the counselor, the coordinator, and the vocational education teacher – can form a highly effective force to assist students in finding their occupational aptitudes and in preparing for personally rewarding careers. The most harmonious relationship will develop when each team member has a high regard for the personal integrity and ethical standards of his fellow members.

Importance of Communications

The value of easily managed yet effective communications cannot be overestimated. Periodic written and – better still – oral reports on student progress are essential for the counselor, the vocational education teacher, and the coordinator. The reports should include information on program changes, permits to leave school grounds, special problems, and so forth.

The coordinators of work experience education programs should assist counselors by:

Preparing descriptive materials describing the programs for counselor, student, and employer use
Providing individual and group orientation to the programs
Assisting in writing procedures for enrollment, operation, evaluation, and follow-up of students in the programs
Aiding in providing career information for the career guidance information file
Ensuring that counselors are part of the student selection process
Assisting in the career guidance activities of the schools as a resource person for career days, career seminars, job fairs, and the like
Maintaining a cumulative record for every student in each program and making the record available to the counselor
Advising students about their progress in a program in relation to their career plans
Communicating with parents as needed
Informing the counselor of students' progress

Working with counselors to set up and carry out satisfactory follow-up procedures and using the results to improve programs
Maintaining follow-up records
Evaluating programs each year and modifying them as needed
Providing worthwhile programs of related instruction
Ensuring that programs are high in quality and follow the recommendations of the State Department of Education

Counselors should be expected to assist the work experience education program by:

Being knowledgeable about the various work experience education programs and the requirements and benefits of each
Informing prospective work experience education students so that they will have a clear understanding of the advantages and requirements of programs
Helping each student determine his aptitudes, interests, and abilities in relation to work experience education programs and his career plans
Ensuring that an up-to-date career guideline information system for student, faculty, and counselor use is maintained
Aiding in keeping a realistic limit on the number of students enrolled to protect the quality of programs
Allowing the employer and work experience education coordinator to determine the final selection and activities of students enrolled in programs
Monitoring the educational progress of students enrolled in programs
Assisting the coordinator with the follow-up survey and relating the results to modification of school curricula
Providing additional counseling for graduates and dropouts if they return to school for assistance
Helping in the yearly evaluation of work experience education programs
Promoting and taking part in career days, career seminars, job fairs, and related guidance activities
Understanding the relationship, present and potential, of work experience education to the total curriculum

The cooperative process takes time to develop. Once in existence, it will be personally rewarding to each of the partners on the team and will do maximum service to the students involved.

Students find out what their aptitudes and abilities are as to work experience education programs.

The Philosophy of Partnership

In the last few years, business and industry have become increasingly concerned with and involved in education. At the same time the schools have become aware of the great variety of educational resources that exist in the community, including clubs and civic groups, businessmen, industrialists, parents, union members, recent graduates, and other members of the community. Work experience education depends on community goodwill for its very existence, preeminently on the cooperation of the community's businessmen-employers.

Improved communication between business and industry and school personnel is increasingly important to both and, for that reason, deserves special treatment in this handbook. Many of the obstacles to cooperating more closely and taking advantage of increased opportunities can be eliminated by improved understanding on both sides. A frank discussion of problem areas is, therefore, in order.

Sources of Problems

Misunderstandings arise from several sources. Business and industry have both short-term and

long-term production goals to meet. Schools have their own short-term and long-term goals; that is, students must be prepared for a lifetime of work as well as for an entry job. The school system is concerned with developing good citizens who are aware of their worth and dignity. Helping students to prepare for, enter, and progress in a suitable career is only a part of its responsibility.

The pressing concern of business and industry is to obtain reliable, competent, productive workers, some of whom can be promoted to positions of greater responsibility. Although businessmen and industrialists also recognize that among their civic duties is the development of future citizens, the perspective of these men differs from that of school personnel.

Business and industry want reliable, competent, and productive workers.

Other problems arise because the skill requirements of business and industry are constantly changing to meet shifts in the economy and to take advantage of technological advances. As a result, the skills expected of workers at the entry level are continually changing, often without the knowledge of school personnel.

Industry is not always consistent in what it expects of education. Schools are often told by executives to "teach him to read, write, and figure and we will teach him the rest." Frequently, however, this statement does not reflect the policy of the personnel office. In reality, where a choice must be made between two applicants who are literate, the applicant with an occupational skill expected at the entry level will be preferred to the applicant who lacks that skill.

Educators frequently believe that personnel managers have control of the hiring policies of their companies and are relatively free to make decisions concerning employment practices and training. In reality, personnel directors carry out policies set at a much higher level.

Faculty members often believe that business and industry should be organized to display concern for the individual problems of each one of its student trainees. Unfortunately, as in school systems, rules must be made for the general and not for the particular case; exceptions of any kind are difficult to make.

Frequently, educators do not consider that businessmen are responsible to their stockholders for making a profit and are not free to make decisions on the basis of social values alone. On the other hand, businessmen should realize that the school system cannot move rapidly to meet sudden labor shortages because of fiscal and budgetary requirements, the difficulty of hiring skilled vocational teachers, and the necessity of scheduling classes several months in advance. Business, industry, and education now agree without question that they have a great deal to gain from cooperation. Each must try, however, to understand the limitations and constraints under which the other operates.

Improved Cooperation

Most governmental agencies – city, county, state, and federal – now have personnel engaged in recruiting young, promising workers. These agencies are eager to meet with school groups and to explain the opportunities and the positions they wish to fill. Many are beginning to make room for part-time high school employees.

In California the prime movers toward closer cooperation between education and the business-industry complex are the Northern and Southern California Industry-Education Councils. The general purpose of these organizations at the state level is to serve as a clearing house and catalyst between education and industry and to develop cooperative programs that may be adopted by a local council.

At first the councils put heavy emphasis on the development of high-level technical personnel. In 1965, however, the results of a survey conducted by the joint Northern and Southern Industry-Education Councils, in cooperation with the California Association of School Administrators, indicated that council activities most needed by the schools were in the areas of (1) work experience education; (2) advisory committees; and (3) survey of job opportunities. As a result the Southern Industry-Education Council recommended in 1967 that its members offer increased support of work experience education.

The California Chamber of Commerce, which has a statewide educational committee and a department of education, has taken positions on legislation in support of work experience education.

Means of Gaining Cooperation

The chief instrument for cooperation between the schools and the employing community is the work experience education advisory committee, whose membership should include representatives from typical places of employment that hire part-time workers of high school age. Influential members should act as spearheads in the community to promote, improve, and expand work experience education programs.

Work experience education coordinators are classified as vocational educators by the California State Department of Education. The *California State Plan for Vocational Education* requires that coordinators have practical experience in the business world to enable them to understand the problems that businessmen face and to speak the language of businessmen.

Relations with Employers

Coordinators should try to develop a climate of mutual confidence and trust. The employer needs to know that coordinators are concerned with his interests as well as with those of students. For his part the employer can give valuable advice on emerging occupations, on training requirements, and on areas of employment potential.

Training agreement. The best method coordinators can use to ensure continuing productive relationships with employers is to use a written training agreement or plan when the student is placed on the job. The type of agreement may vary from employer to employer and between types of programs. For example, vocational work experience education programs require detailed training plans, but short exploratory experiences may need only a simple statement of intent. In any event, the use of a written document can usually prevent a misunderstanding.

Assistance to employers. The coordinator must spend sufficient time with the prospective employer to explain to him his responsibilities and to make certain that he understands the necessity of providing educational experiences and training, not just a job. The employer cannot, however, be expected to reorganize his business to meet the needs of the new, inexperienced employee. The coordinator should be prepared to help the employer as well as the student adjust to a situation that may be new to both.

There are many ways to show appreciation for the employer's efforts: recognition awards, employer-night banquets, local publicity, and so forth. Coordinators, school personnel, students, and parents should make certain that all cooperating employers and job sponsors are recognized for their contribution to the education of youth.

Achievement of Continuity

Both sides in the partnership suffer when changes of key personnel are frequent and when changeover is unstructured. Coordinators and personnel managers seem to be peculiarly subject to sudden job shifts so that their successors start with little knowledge of what has happened. The ideal situation is for the individual leaving to introduce the newcomer personally. When to do so is impossible, clear, orderly records should be left.

Problems Encountered

Once made, promises by both partners must be kept. Frequently, neither the coordinator nor the personnel officer has the authority to make final commitments. A situation of this kind should be made clear so that neither party will be disappointed. Promises of job stations made very far in advance should always be viewed with caution

since economic conditions affect the employer's willingness to participate in work experience education programs.

Coordinators feel that a major problem in working with some employers is their unrealistic attitude toward employment of high school youth, an attitude based on obsolete ideas. Since the advent of community colleges and their open-door policy, more high school students are college-bound. The young person who plans to go directly into the work force full time upon graduation is becoming the exception, not the rule. Yet employers continually ask for only *A* or *B* students to be interviewed because these employers equate school grades with job motivation. Instead, employers should concern themselves with finding out from the schools what kinds of talent are available for work and how these talents can be exploited to meet their needs. What the employer should look for is individual potential.

The employer is understandably confused when very many people representing public and private agencies dealing with youth call him for a number of worthwhile reasons. Every effort should be made by those persons to consolidate their efforts and their calls.

School District Cooperation

School districts, often represented by the work experience education coordinator, must take the major responsibility for seeking out the resources that business and industry have to offer. These are many, from providing job stations to donating time and materials for improving programs in a variety of productive ways. School districts that want this kind of active cooperation must be prepared to give the coordinator the necessary time to lead this effort and to work at it day by day and year by year. Industry will respond to a program of this type.

CHAPTER VI

Laws and Regulations Affecting Work Experience Education

Summary of the Chapter

1. The coordinator of a work experience education program must comply with federal, state, and local laws and regulations. Moreover, when a program is reimbursed by federal funds, he must comply with the applicable sections of the *California State Plan for Vocational Education.* Whenever the laws differ, the law prescribing the higher standard must be observed.
2. The federal Fair Labor Standards Act, which applies to employers engaged in interstate or foreign commerce, regulates the hours of employment and kinds of work that minors may perform. The Walsh-Healey Act also affects minors.
3. State regulations for enacting the authorization and operation of work experience education programs are contained in the Education Code and the California Administrative Code, Title 5, Education. These regulations govern school attendance requirements and permits to work and employ. School district regulations must conform to federal and state restrictions and may add others suitable to local conditions.
4. Insurance protection of interest to school districts and employers are workmen's compensation insurance, general student liability insurance, and accident insurance. Workmen's compensation is mandatory for employers; liability insurance is mandatory for districts. Accident insurance, while not mandatory, is recommended.

The coordinator of a work experience education program must comply with current federal, state, and local laws and regulations affecting the employment of minors, including those with special needs. He should maintain a file containing information on legal matters so that sources can be quoted when legal questions arise. The coordinator of a work experience education program reimbursed by federal vocational education funds must also comply with sections 1.32-11 and 3.6 of the *California State Plan for Vocational Education.* (See Appendix B.)

Fair Labor Standards Act

The federal Fair Labor Standards Act affects employers who engage in interstate or foreign commerce or in the production of goods for such commerce. Child labor provisions of this Act regulate the hours of employment and the kinds of work that may be performed by minors. The Act describes the employment of children under legal age as "oppressive child labor."

Walsh-Healey Public Contracts Act

The Walsh-Healey Public Contracts Act, passed in 1936, applies to manufacturers, or dealers contracting to manufacturers, who supply materials valued in excess of $10,000 to the U.S. government. Among other things, the Act specifies that a male under sixteen and a female under eighteen years of age may not be employed in any work performed under a public contract. However, office employees who are engaged exclusively in office work relating generally to the operation of the business are not covered by the Act. A fine of $10 may be assessed for each day that a minor under the required age is knowingly employed in violation of the Act.

State Legislation

In California, recognition of work experience education and authorization for operation of programs appear in Education Code sections 5985-5996 and in the California Administrative Code, Title 5, Education, sections 10070-10078.

Whenever a state law differs from a federal law, the law prescribing the higher standard must be observed. Laws that govern the employment of minors in California have been summarized in the *Digest of the California Child Labor Laws* issued by the State Department of Industrial Relations.

Local Regulations

The welfare of employed minors is covered generally and specifically by federal and state labor laws, which serve as guidelines for local regulations. Some flexibility of interpretation is allowed locally for the "welfare of the minor." In most cases local regulations are considered more restrictive than federal or state laws since the regulations are often written to relate to specific needs or new developments. But specific federal and state laws are subject to strict interpretation and are applicable at the local level.[1]

On the basis of consideration for a minor's welfare, a school official may remove a student from a job if it interferes with his schoolwork, health, or citizenship. A parent conference is desirable, however, before such a step is taken.

In general, procedures for issuing permits to work (for students) and permits to employ (for employers) are as follows:

1. Verify that the student is more than fourteen years of age.
2. Furnish the student with a copy of the application for a work permit.
3. Witness the student's signature on the application.
4. Supply the information requested in Part II. This information should be obtained from school files.
5. Issue the student a temporary permit to work, to be in effect until the work permit is processed.
6. Instruct the student to do as follows:
   a. Obtain a parent's signature at the end of the statement in Part I.
   b. Ask the prospective employer to complete Part III.
   c. Return the completed form to the designated school official or his clerk.
7. The work permit will have a minimum of three copies, each of a different color. The student must deliver the permit to employ (white copy) to his employer and will keep the permit to work (blue copy) for himself. The final copy (yellow copy) will remain at the school.

Additional information about work permits is as follows:

1. The work permit the student receives is valid until the end of the spring semester. It expires on the last day of school.
2. A regular work permit for use during the school year is good only for the work location for which it was issued. A new work permit is required each time the student changes jobs.
3. The vacation or summer work permit is valid at more than one place of employment; i.e., another work permit will not be required when the student changes jobs.

Some students graduate from high school before they are eighteen years of age. If they are to be employed before their eighteenth birthday, they must get a work permit at the school from which they graduated or through the district work permit office.

Contractual Agreements

It may become necessary to enter into contractual agreements with other agencies. A typical procedure is to meet with representatives of the agencies concerned to draw up some general areas of agreement in contract form. Each party of interest then sends one copy of the agreement to the legal representative for each agency. In the case of school districts, the legal representative is the county counsel or the district attorney if the county does not have a county counsel.

Insurance Protection

One of the foremost concerns of an employer is his liability for accidents involving work experience education students. The administration of a school district must also be aware of exactly what its liability is for the programs it offers in work experience education. While some general advice can be given, the district must consult with its county counsel since interpretations differ within the state. The types of insurance that should be considered by school districts and by employers are workmen's compensation insurance, general student liability insurance, and accident insurance.

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[1] *A Guide to Work Experience Education and Employment Placement: A Program for Senior High Schools* (Revised edition). Los Angeles: Los Angeles City Schools, 1969, p. 22.

Workmen's Compensation Insurance

In California an employer is required by law to carry workmen's compensation insurance. This insurance covers the employer's full liability to his employees for medical and hospital expenses and his partial liability for loss of income, both types of liability being due to injuries sustained by the employees in the course of their employment. Students receiving wages in a work experience education program are covered by the employer's insurance. If a student does not receive wages for his work on the job, the school district under whose supervision the work experience education is provided is liable unless the person or firm under whom the students are receiving work experience education elect to provide coverage (Education Code Section 5992).

Liability Insurance

School districts in California may be sued and may be required to pay damages on account of the negligence of the district, its officers, and employees. It is now mandatory that all school districts carry insurance against such liability. Education Code Section 1017 states in part that the governing board of a school district must insure against the following:

(1) The liability, other than a liability which may be insured against under the provisions of Division 4 (commencing with Section 3201) of the Labor Code, of the district for damages for death, injury to person, or damage or loss of property; and

(2) The personal liability of the members of the board and of the officers and employees of the district for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the members, officer, or employee when acting within the scope of his office or employment.

Job hazards demand that a work experience education student be covered by accident insurance.

Accident Insurance

Although schools are not legally obligated to carry accident insurance, those operating well-planned programs of work experience education often provide their students with such protection. If schools do not carry accident insurance, students or their parents should be urged to obtain such protection before a student is permitted to enter a work experience education program.

Important Considerations

The coordinator is not a law enforcement official. When an employer breaks a law, he does so normally because of ignorance, not because of intent. When told of his error, the employer is usually quick to rectify it. In persistent cases of violation of the law, the district may withdraw a student's work permit and cancel the training station. When such violations continue, coordinators may refer the matter to the Division of Industrial Welfare, State Department of Industrial Relations. When a wage dispute or nonpayment of wages occurs, the student must file a complaint with the Division of Labor Law Enforcement, State Department of Industrial Relations.

The county counsel is the local authority having final decision-making power in interpreting laws and regulations affecting work experience education programs. School districts must abide by his determination. Coordinators should realize that county counsels sometimes differ in their interpretation of these laws and regulations because programs operate differently.

Students with Special Needs

Most work experience education programs are designed for students who are neither seriously disadvantaged nor handicapped. Some programs, however, have been developed or are being developed

to serve those with special needs. School districts now accept the fact that students with identified handicaps, whether mental, physical, environmental, or otherwise, need specialized educational work experiences and coordinators who are accustomed to these students and are trained to work with them.

When they study their school populations, most high school districts will find a need for one or several of these special programs. Coordinators of work experience education programs, whether or not they have a related responsibility, should be aware that these programs exist and should know what the programs offer for students who have not been able to benefit from the traditional programs. Since rules, regulations, and funding may change from year to year, only descriptive information is provided here.

The State Department of Education contains, in addition to the Vocational Education Section and other parts, a Division of Compensatory Education, a Division of Special Education, and a Bureau of School Approvals (which is involved primarily with State Board of Education approval of nonpublic schools). Districts wishing to plan programs should meet with personnel of the agencies involved and with the State Department of Education regional coordinator for vocational education. Publications covering specialized programs are listed under "Selected References" in this handbook.

Work experience education programs are conducted in area vocational schools, community colleges, occupational training centers, and Job Corps centers. Coordinators should be aware of what schools of this kind are in their vicinity, what work experience education programs they offer, and how these programs differ from regular programs in comprehensive high schools.

Disadvantaged and Handicapped Students

The *California State Plan for Vocational Education* defines disadvantaged and handicapped persons as follows:

> "Disadvantaged persons" are those persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.[2]
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> "Handicapped persons" identifies individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or other health-impaired persons who by reason of their handicapping condition cannot succeed in a vocational program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational program.
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> Further, the identification of handicapped secondary youth shall comply with criteria set forth in California Education Code sections 6750, 6801, 6802, 6901, 6902, [6903], and 18060.2. . . .[3]

Student Needs

Both disadvantaged and handicapped students need the following:

- Extensive individualized counseling and testing
- Small classes with personal attention given by specially trained teachers
- Prevocational training in the classroom for developing skills and attitudes
- Tryout job situations in sheltered (preferably on campus) work stations
- Carefully controlled and supervised work in the community
- Assistance in finding full-time employment when the student is ready for it

Quality Programs

Quality programs for the disadvantaged and handicapped also require the following:

- Specially trained teachers and work experience education coordinators
- Consistent policy that enables a school district to encourage sympathetic employers to work with these students
- Close cooperation with the State Department of Rehabilitation
- Establishment of individualized instruction in career preparation at the center of the high school curriculum
- Frequent follow-up visits to community work stations so that problems encountered on the job, whether caused by personality conflicts or lack of skills, may be handled quickly

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[2] *California State Plan for Vocational Education: Part I – Administrative Provisions.* Sacramento: State of California, 1971, pp. 41-42.

[3] *Ibid.*, p. 43.

Decrease in coordinator's student load to compensate for extra amount of remedial training needed

Amendments of 1968

The 1968 amendments to the Vocational Education Act of 1963 focused renewed attention on the handicapped. According to the current provisions of the Act, at least 10 percent of the total allotment of federal funds allocated under Part B of the Act must be set aside to provide vocational education for the handicapped.[4] The Act also requires that local program development and operation be the result of the cooperative efforts of vocational educators, special educators, and vocational rehabilitation specialists.[5]

Combining school with work experience education has proved to be a successful way of holding potential dropouts in school; however, unless the inschool program is designed to be clearly relevant to the student's occupational needs, further efforts may be unsuccessful.

Continuation Work Experience Education

Students in continuation high school react favorably to work experience education programs designed specifically to meet their needs. Antisocial behavior, caused in many cases by a dislike of the formal school setting and a desire for independence, diminishes when the students are treated as adults holding responsible jobs.

Code Requirements

Education Code Section 5956 and the California Administrative Code, Title 5, Education, sections 11001 and 11003, require that coordination services in continuation schools include the following:

Making all possible adjustments between the student, his job training, and his employer

Assisting and advising teachers on employment problems

Seeking opportunities for placement and placement training

Counseling with the student on employment problems

Maintaining records on placement, follow-up, and placement training

Special Assistance

Special assistance for coordination services may be obtained through the State Department of Education, Vocational Education Section, as indicated in the *California State Plan for Vocational Education.*[6] Standards that must be maintained to qualify are listed in the *Handbook on Continuation Education in California.*[7]

Regional Occupational Centers and Programs

Enabling legislation for the establishment of regional occupational centers and regional occupational programs was passed in 1965 and amended in 1967 and 1968. The regional occupational center is a central facility that serves two or more school districts by extending vocational and technical education opportunities to a larger number of students than could be provided for efficiently and economically by a single district. The regional occupational program permits the offering of specialized subjects in a variety of physical facilities and locations rather than in a central plant.

Such courses must be established in places readily accessible to students, and reasonable consideration must be given to scheduling and transporting students. Further information on requirements can be found in the *California State Plan for Vocational Education,* Section 11.0.[8]

The vocational programs offered by regional occupational centers or regional occupational programs can stand by themselves as special programs or can be combined with a school district's work experience education program to provide an additional educational program adaptable to both. If an occupational center or program offers a work experience education program, that program must be an integral part of the vocational instruction administered by the occupational center or program. A student enrolled in a vocational course or program in a comprehensive high school may not enroll in a work experience education program administered by a regional occupational center or regional occupational program.

If schools use funds for these special programs in conjunction with work experience education, the provisions of the Education Code and the Cali-

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[4] *Vocational Education for Handicapped Persons: Handbook for Program Implementation.* Washington, D.C.: U.S. Office of Education, 1969, p. 87.

[5] *Ibid.,* p. 84.

[6] *Op. cit.*

[7] *Handbook on Continuation Education in California.* Prepared by John W. Voss. Sacramento: California State Department of Education, 1968, p. 11.

[8] *Op. cit.,* pp. 88-89.

fornia Administrative Code, Title 5, Education, pertaining to work experience education must still be enforced. The goals and objectives of the work experience education program should not be altered simply because funding for student wages is supplied from another source. Since these programs are dependent on yearly appropriations, they may cease at any time; a call to the administering agencies will quickly establish which are in operation.

Neighborhood Youth Corps

The Neighborhood Youth Corps (NYC) consists of (1) an inschool program providing part-time work and on-the-job training for students of high school age from low-income families; (2) a summer program providing these students with job opportunities during the summer months; and (3) an out-of-school program providing economically deprived school dropouts with practical work experience and on-the-job training to encourage them to return to school and resume their education or, if not feasible, to help them acquire work habits and attitudes improving their employability.

Federal funds and technical assistance are given to projects that are initiated, developed, and sponsored by local groups. The federal government finances up to 90 percent of the cost of these projects. The local sponsor's share may be in cash or in kind (facilities, equipment, services provided, supplies). In private on-the-job training projects (work training in industry projects also funded from NYC out-of-school sources), the federal government pays legitimate training costs while the employer pays the trainee's wages.

The inschool program is open to students from low-income families in grades nine through twelve and students in lower grades. The out-of-school program is open to unemployed youth from low-income families who are sixteen years of age or older.

Enrollees may not be employed on projects involving the construction, operation, or maintenance of any facility used or intended for use in sectarian or religious worship. Also, enrollees must not displace any employed workers or impair existing contracts for service.

For information one may contact the Office of Information, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210; or the regional offices of the Manpower Administration. Authorizing legislation is 42 U.S.C. 2731-36 (1964) as amended, and the administering agency is the Manpower Administration, U.S. Department of Labor.

Youth Employment Programs

Youth employment and youth summer employment programs provide noncompetitive federal appointments for needy youths sixteen through twenty-one years of age. As a part of the "Stay-In-School Campaign," federal agencies are authorized to employ youths who need employment earnings to stay in school. These students may be employed for not more than 16 hours a week except during vacation periods. Appointments may not be extended beyond one year unless initial conditions are met.

The youth summer employment program is designed to provide employment in federal agencies during the summer months. To be eligible, a youth must demonstrate a need for employment to stay in school. Referrals should be made to the local office of the State Department of Human Resources Development or to the personnel offices of any federal agency.

For information on both programs, one may contact the Office of Youth and Economic Opportunity Programs, U.S. Civil Service Commission. Authorizing legislation is 5 U.S.C. 3302, and the administering agency is the Civil Service Commission.

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APPENDIX A

Definitions of Terms

ADMINISTRATION. The system in which a work experience education program functions in a school district. Term also refers to the person or persons directly responsible for the day-to-day operation of a program.

ADVISORY COMMITTEE. A group of persons, mostly from outside the education profession, who are representative of all groups to be served, who are concerned with the success of work experience education, and who are selected to offer advice and assistance.

AVERAGE DAILY ATTENDANCE (A.D.A.). A method of attendance accounting that provides to school districts an apportionment for the operation of an educational program.

CONSULTANT, STATE. A person designated by the State Director of Vocational Education to serve districts as a resource person, coordinate program development at the state level, aid inservice training, and promote program standards and evaluation.

COOPERATIVE VOCATIONAL EDUCATION. A special type of vocational work experience education program for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction, by the alternation of study in school with a job in any occupational field. These two experiences are planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time.

COORDINATION. The process of integrating into a harmonious and productive relationship the administrative, organizational, and curricular activities of the work experience education program. (See also SUPERVISION.)

COORDINATOR. The credentialed teacher assigned to operate and supervise a program of work experience education.

EXPLORATORY WORK EXPERIENCE EDUCATION. A program that provides opportunities for the student to sample and observe a variety of conditions of work. The purpose of the program is to assist the student to ascertain whether the occupations he is exploring are suited to his needs.

FAIR LABOR STANDARDS ACT (FLSA). A law enacted in 1938 to regulate the employment of minors in businesses involved in interstate commerce.

GENERAL WORK EXPERIENCE EDUCATION. A program that provides maturing experiences for students through supervised employment and inschool instruction. Although the employment is not necessarily related to a specific occupational goal, the program is designed to assist the student in selecting such a goal.

GOALS. A broad statement of the growth to be expected of a student enrolled in a work experience education program. This statement is made by a school district in establishing direction for individual programs.

INDUSTRIAL WELFARE COMMISSION (IWC). The regulating body that sets and enforces work standards for women and minors in California.

JOB. The paid or nonpaid employment experiences received by students.

OBSERVATION POST. On-site location in a business establishment where a student enrolled in an exploratory work experience education program is placed to observe and sample the activities being carried on.

PERFORMANCE OBJECTIVES. A statement in measurable terms of the activities to be performed by students in a work experience program and the expected outcomes. Generally planned by the work experience coordinator.

PROGRAM OBJECTIVES. An intermediate step in stating measurable objectives where the student's relation to the program at the time of the measurement is described.

PROGRAM(S). The term *program* (singular) refers to exploratory, general, and vocational work experience education. *Programs* (plural) is a term referring to more than one type.

PUBLIC LAW 90-576. Law including amendments to the Vocational Education Act of 1963. Has become known as the "Vocational Education Amendments of 1968."

REGIONAL OFFICES. Offices throughout California where consultants from the Vocational Education Section may be located.

RELATED INSTRUCTION. A group meeting limited to work experience education students in which they receive instruction on occupational competency or on development of desirable work habits, attitudes, and career development capabilities, or both. Serves as a base to complete career guidance objectives.

SPONSOR. An employer or his designate who supervises work experience education students on the job. If the program is exploratory, the sponsor is the person assigned to oversee the career exploration activities.

SUPERVISION. The activity carried on by the employer or a designated employee that ensures the educational benefits received by students on the job. This activity is shared with the student's work experience coordinator, who articulates the growth between school and work.

TRAINING AGREEMENT. A document that includes the purposes for which the student is working or observing and the responsibilities of the employer, the school, the student, and the parent.

TRAINING PLAN. A document used to describe the specific learning experiences to be provided on the job, the specific related learning to be covered in school, the general plan for job rotation, and the sequencing of instruction.

VOCATIONAL EDUCATION ACT. A Congressional Act promoting the growth of vocational programs and including programs of work experience education as known in California.

VOCATIONAL EDUCATION SECTION. Section in the State Department of Education responsible for the funding and operational input of vocational education programs in California. Work experience education as a curriculum and guidance method is an integral part of this section.

VOCATIONAL WORK EXPERIENCE EDUCATION. A program that provides occupational preparation, through a cooperative arrangement between a school and an employer, for entry into a specific occupation.

APPENDIX B

Program Standards

1. Suggestions on Operations

The standards contained in this section are not formal rules and regulations. They are suggestions on operations that can ensure quality work experience education programs.

Exploratory Work Experience Education

Student Selection

The student should enroll in exploratory work experience education either when he discovers an occupation in which he is interested or when the coordinator evaluates the need for the student. It is preferred that the student be enrolled in the early grades so that he can participate in occupational programs while still in high school.

Student Assignment

Assignments at work stations are to be made to familiarize the student with the general aspects of the occupation he is exploring. The coordinator shall ensure the integrity of the educational process by not allowing the student to do productive work. Since the term *productive work* is difficult to define, the agreement developed by the Department of Education and the Division of Industrial Welfare can be used as a guide. This guide, however, is intended only for maximum limitation, and the student's educational needs should be the determining factor.

Qualifications of Coordinator

The coordinator shall have a valid teaching credential. A strong background in vocational guidance is recommended.

Student Load

The maximum number of students per full-time coordinator should be 75 students.

Vocational Work Experience Education

The student should enroll in vocational work experience education when the coordinator believes that the student's experiences from the work environment will enhance his proficiency in his chosen occupation.

Assignments at work stations are to be made to provide specific training for the occupation the student is intending to enter. His course in school should be geared for this occupation. He may enter into this career full time after high school graduation or may plan for further training. In either case the coordinator shall place the student in a work station that will provide the training necessary to ensure entry-level competence.

The coordinator shall be qualified to teach in the high school. It is strongly recommended that he have a background in vocational education.

The maximum number of students per full-time coordinator should be 125 students.

General Work Experience Education

General work experience education should be open to all students enrolled in high school who qualify under provisions of the Labor Code or Industrial Welfare Order. The only limitation to enrollment in general work experience education should be the age of the student.

Assignments at work stations are to be made to assist the student to develop the skills and attitudes necessary for successful employment. Although the student may have no occupational goal when he enters the program, it is the responsibility of the coordinator to assist the student in finding one. The work station, coupled with the related instruction, shall have an educational objective based on the student's interest in his paid employment and his occupational goal.

The coordinator shall have a valid teaching credential. A strong background in vocational guidance is recommended.

The maximum number of students per full-time coordinator should be 125 students.

Exploratory Work Experience Education	Vocational Work Experience Education	General Work Experience Education
Related Instruction		
A group instruction period should be provided for occupational guidance. Meetings should be held on a regular basis according to the structure of the program.	Related instruction shall be provided by the vocational education program in which the student is enrolled. When a vocational education program is unavailable for the student's occupational choice, the coordinator shall develop the necessary materials needed to give individual instruction to the student, including a plan of training.	Students enrolled in general work experience education should attend group instruction to relate inschool learning with their present and future job duties.
Selection of Work Stations		
Work stations are selected on the basis of (1) the employer's capability to handle extra personnel who come and go on a regular schedule and who do productive job sampling; and (2) the amount of learning experiences the student can receive.	The employer must be aware of the student's vocational interest in the occupation being pursued. He should, with help from the coordinator, prepare a plan of training and abide by a training agreement.	The employer should sign a work agreement with the student and the school in which the responsibilities of each are shown. The employer should also be aware of the purpose of the program.
Visitation of Work Stations		
The coordinator should visit the student at least once during each assignment at a work station.	The coordinator should visit the work station at least four times a semester. He should also hand carry evaluation reports to the employer and work with the employer in the evaluation of the student.	The coordinator should visit the work station at least four times a semester. He should also hand carry evaluation reports to the employer and work with the employer in the evaluation of a student.
Credit and Pay		
Credit, but no pay, is received by the student. He should observe an average of 10 hours per week for 10 units of credit. He should be rotated to other learning experiences.	School credit and pay are received by the student. He must be employed an average of 10 hours per week to receive 10 semester credits.	School credit and pay are received by the student. He must be employed an average of 10 hours per week to receive 10 semester credits.

2. Relevant Excerpts from the *California State Plan for Vocational Education*

3.6 Work Experience Education. Three types of work experience education programs constitute integral parts of the total vocational education program in California. These types are identified as exploratory work experience education (secondary only); general work experience education; and vocational work experience education. Each type involves an organized, systematic relationship between the school curriculum and job experience.

3.61 Objectives. The objectives of work experience education vary with the types offered:

(a) The purpose of exploratory work experience education is to contribute to the career guidance and development of students.

(b) The purpose of general work experience education is to assist students to become productive, responsible individuals through supervised employment experiences.

(c) The purpose of vocational work experience education is to assist students in developing and refining those occupational competencies necessary to acquire employment through the combination of instruction and employment experiences.

3.62 Occupations to Be Served. The occupations that will be served by work experience education embrace all occupations recognized in this state plan and in the Act.

3.63 Program Standards. The program standards for work experience education vary with the type of program offered.

3.63-1 *Exploratory Work Experience Education.* The following requirements will be met:

(a) A student-coordinator ratio shall be maintained that will ensure the quality of the program.

(b) Coordinators, in cooperation with business and industry, shall prepare a schedule of student observations.

(c) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(d) Coordinators shall make periodic coordination contacts with business and industry to ensure that students' activities are educational and make a contribution to their vocational guidance.

(e) Coordinators shall prepare, in cooperation with the student, employer, and parent, an agreement outlining the responsibilities of each party to ensure the quality of the student's instruction.

(f) The number of hours of student assignment to an occupational area shall not exceed the time necessary to accomplish the objectives of the program and must comply with applicable state and federal labor laws and regulations. Students may not be assigned to production work.

(g) The district shall provide sufficient coordination time to ensure adequate program planning.

(h) The district shall provide a program of professional growth and development to ensure that work experience education personnel develop and maintain necessary skills and knowledges.

(i) Students shall be enrolled regularly in group instruction related to the purposes of the program.

3.63-2 *General Work Experience Education.* The following requirements will be met:

(a) A student-coordinator ratio shall be maintained to ensure the quality of the program.

(b) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(c) Coordinators shall make periodic coordination contacts with the students' work stations.

(d) Coordinators shall prepare, in cooperation with the student and employer, an agreement outlining the responsibilities of each party to ensure the quality of the educational experience. For secondary students the parent, the student, and the employer will cooperate in the preparation of such an agreement.

(e) The program shall be organized to ensure that a sufficient number of hours will be allowed to carry out the program objectives.

(f) The school shall provide sufficient coordination time to ensure adequate program planning.

(g) The district shall encourage professional growth and development to ensure that work experience education personnel develop and maintain necessary skills.

(h) The student shall be enrolled regularly in group instruction related to the purposes of the program.

3.63-3 *Vocational Work Experience Education.* The following requirements will be met:

(a) Students may be enrolled in vocational work experience if their occupational goal is a matter of record.

(b) Students shall be concurrently enrolled in the regular vocational education program when such a program is available and consistent with their occupational goals. Should such vocational education programs not be available, students shall be regularly enrolled in other group instruction related to the purposes of the program.

(c) A student-coordinator ratio shall be maintained to ensure the quality of the program.

(d) Coordinators shall prepare, in cooperation with student, employer, and school staff, a plan of training for each student.

(e) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(f) The coordinator shall make periodic coordination contacts at each student's training station to determine the adequacy and quality of training and to ensure the provisions of the plan of training.

(g) Coordinators shall prepare, in cooperation with the student and employer, a training agreement outlining the responsibilities of each party to ensure the quality of each student's instruction. For secondary students the parent, the student, and the employer will cooperate in the preparation of such an agreement.

(h) The program shall be organized so that each student will have the sufficient number of hours of training needed to accomplish the objectives of the plan of training.

(i) The district shall provide sufficient coordination time to ensure adequate program planning.

(j) The district shall encourage professional growth and development to ensure that work experience education personnel develop and maintain necessary skills.

1.32-11 *Work Experience Education Coordinator.* The responsibilities of the work experience education coordinator shall be as follows:

(a) Conducting the program in accordance with Division 6, Chapter 6, Article 5.5, sections 5985-5992 of the Education Code

(b) Operating the program according to the provisions of Division 10, Article 5, or, for the community colleges, Part VI, Division 6, Chapter 3, sections 55250-55257, California Administrative Code, Title 5, Education

(c) Developing and maintaining liaison with governmental agencies

(d) Consulting with guidance personnel to assist students with their career choices

(e) Developing and maintaining work stations

(f) Assessing student performance on the job

(g) Consulting with teachers to coordinate school instruction with occupational activities

(h) Establishing additional work stations to provide for the next year's enrollments

(i) Evaluating the effectiveness of the program

(j) Consulting with students enrolled in the program

1.32-12 *Qualifications of a Work Experience Education Coordinator.* The minimum qualifications of the work experience education coordinator shall be as follows:

(a) A valid California credential authorizing the services to be performed

(b) Two years of successful work experience in an occupation qualifying under this state plan, or other evidence of equivalent proficiency

APPENDIX C

School District Plan of Operation

General Instructions for Preparing Five-Year Plan

The five-year plan of operation for work experience education, as outlined in the California Administrative Code, Title 5, Education, shall consist of (1) cover page; (2) statement of assurances; and (3) plan of operation.

The purpose of the work experience education plan is to identify the educational objectives of the work experience education programs operated by high school districts. Specifically, the plan should indicate how the district will abide by the rules and regulations of the Education Code and the California Administrative Code, Title 5. This plan may be modified at any time during the five-year period. The district will be notified when the plan expires.

Submit three copies of the plan to *Work Experience Education Program Planning Unit, Vocational Education Section, 1025 P Street, Sacramento, California 95814.*

A Plan for Work Experience Education

(Cover Page)

1. Official name and address of school district
2. Superintendent of schools
3. Date of adoption of work experience education plan by the district's school board
4. Name and position title of person submitting application to the State Department of Education

Statement of Assurances

1. Each type of work experience education program offered by the school district shall operate in accordance with Education Code sections 5985-5992.
2. Each type of work experience education program offered by the district shall operate in accordance with the California Administrative Code, Title 5, Education, sections 10070-10078.
3. The district shall notify the State Department of Education, Vocational Education Section, of the termination of any type of work experience education program prior to the five-year duration of this plan.
4. For each type of work experience education program, the district shall abide by the rules and regulations governing the employment of minors.
5. The district shall seek the advice and counsel of the community in the development and operation of the program.
6. The number of semester hours credit granted shall not exceed the number of average hours of student participation at a work station per week.

(Signed) _____

Superintendent or designate

Outline for Preparing a Plan of Operation

This outline is intended to assist school districts to describe their program in terms that communicate its overall purpose and structure. The description used in this plan should be in sufficient detail to permit an adequate evaluation of the plan. Items to be included are the following:

1. State the objectives of each kind of work experience education program being offered. Describe the overall educational purposes of each type of program as applied to your district.
2. Describe the duties and responsibilities of personnel directly responsible for each kind of work experience education program offered. Combine into one listing those duties that are similar in all programs being offered.
3. Describe how the district will provide a sufficient number of certified personnel to direct each kind of work experience education program offered and to coordinate with the school curriculum the jobs held by students.
   a. Explain the reason for the number of students assigned to each work experience education coordinator.
   b. Identify any form of related instruction given, including the number of hours.

c. Describe how the total work experience education program relates to the school curriculum.
   (1) Identify what occupational areas are being served in programs dealing with specific vocational training.
   (2) Identify the skills that the students will learn in programs oriented toward development of social skills.

4. Describe how the district shall provide guidance for students. Include such information as the following:
   a. State the number of individual contacts with students.
   b. State the method of evaluating student performance on the job.
5. Explain provisions for clerical and instructional services.
6. Describe the basis for rotation for each learning experience received by the student – in exploratory work experience education programs only.

APPENDIX D

Personnel Information

Recommended Requirements for Work Experience Educators

The recommended requirements for work experience educators were adopted as follows:

1. A baccalaureate degree*
2. A valid teaching credential and successful experience in working with adolescents at an appropriate grade level
3. Personal work experience in business or industry for two (2) years
4. Completion of a two-semester-hour course in the fundamentals of work experience education
5. Completion of a two-semester-hour course in secondary school curriculum development
6. Completion of a two-semester-hour course in vocational guidance

A work experience educator with districtwide responsibilities for the operation of work experience education programs in more than one high school must also possess a valid administrative or supervisory credential of the required type.

Items 4, 5, and 6 are requirements for a Standard Designated Subjects Credential with a Specialization in Work Experience Education. Where school districts are unable to find qualified personnel under these position specifications, a two-year waiver or postponement may be obtained as follows:

1. A recommendation for postponement must be made by the district superintendent or his representative to the Consultant for Work Experience Education, Vocational Education Section, State Department of Education.
2. After an investigation of the case by the Consultant for Work Experience Education, a favorable endorsement must be sent to the Commission for Teacher Preparation and Licensing with the recommendation that the Standard Designated Subjects Credential with a Specialization In Work Experience Education be issued to the applicant for two years on the basis of postponement of requirements.

Sample Job Description

Title: Coordinator, Work Experience
Line Responsibility: Director, Educational Services
Assistant Superintendent, Educational Services

1. Coordinates, supervises, and administers the total work experience education program of the district
2. Coordinates the efforts of staff members (placement specialists) who are assigned to the work experience office at the district level
3. Works with staff members at the schools who are assigned to the operation of the work experience education program
4. Determines that all students under the work experience education program comply with the child labor laws at the state and federal levels
5. Works with the PTA advisory board and the work experience education advisory committee to ascertain the pre-employment training needs of the community
6. Provides for on-the-job visitation of students and the coordination of work experience with classroom instruction
7. Participates as a member of the Board of Directors of the Youth Employment Service
8. Applies for federal funding to enhance the operation of the work experience education program
9. Evaluates and reports on the effectiveness of the work experience education program
10. Interviews students wishing work experience assignments and arranges for placement
11. Performs other duties as assigned by the Director, Educational Services, or the Assistant Superintendent, Educational Services

*This outline was recommended at the Work Experience Education Advisory Committee Meeting (February, 1968).

Table of Organization
(Large School District)

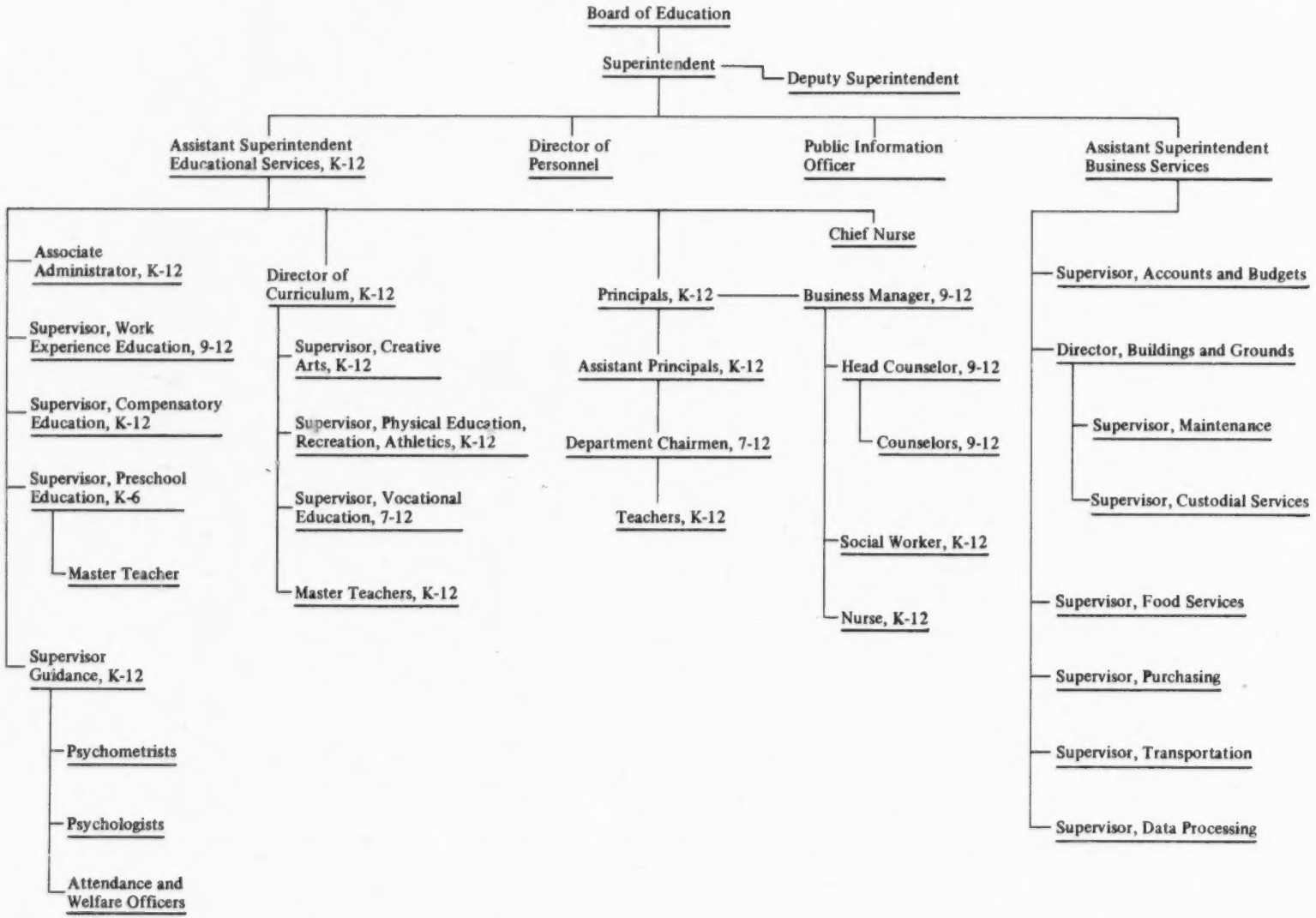
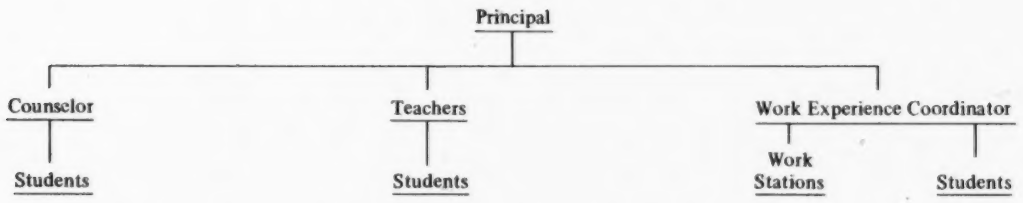


Table of Organization
(Small Rural School)



Personnel Checklist

The qualifications, functions, and responsibilities of work experience education supervisors and coordinators are presented in this checklist.

I. Qualifications
   A. Knowledge, abilities, skills, and personal characteristics
      1. Knowledge and understanding of federal, state, and local laws and regulations governing the employment of minors
      2. Knowledge and understanding of state and local rules and regulations governing work experience
      3. Previous work experience in a field other than teaching
      4. A conscientious interest in and loyalty to the work experience education program
      5. A firm commitment to the educational value of work
      6. Appreciation and respect for all useful work
      7. Broad understanding of employment placement methods and practices used in senior high schools, public employment offices, and youth services agencies
      8. Understanding of vocational counseling practices, materials, techniques, and resources
      9. Comprehensive knowledge of the senior high school curriculum
      10. General knowledge of how labor organizations function in the employment community
      11. Ability to make effective public presentations
      12. Experience in the fields of employment placement, vocational counseling, and work experience education evaluation
      13. Competence in the use of research techniques such as survey
      14. Personal characteristics necessary to work harmoniously with adults in a supervisory capacity
      15. Personal characteristics necessary to work harmoniously with students and adults
      16. Ability to maintain satisfactory working relationships with public employment offices and youth services agencies
      17. Ability and willingness to maintain accurate records
      18. Thorough working knowledge of the senior high school curriculum, class programming, school record files of pupils, and procedures utilized by the counseling office
      19. Knowledge of employment practices and job development
      20. Ability to maintain harmonious relationships with members of the school staff, students, employers, and other representatives of the industrial and business community
      21. Training and skill in vocational counseling and employment placement
      22. Patience, courtesy, and tact in working with pupils
      23. Resourcefulness in the development of a work experience education program for the school
   B. Requirements
      1. Transportation: Possession of a motor vehicle and a valid operator's license if transportation is not supplied by the district
      2. Education: An earned master's degree or an advanced degree of at least equivalent standard from a recognized university or college
      3. Experience: Five school years of experience in a secondary school position requiring certification qualifications
      4. Health: Physical and mental fitness to engage in supervisory service
      5. Credential: Possession of a valid California administrative or supervisory credential of the required type
      6. Experience: Three school years of experience in a secondary school position requiring certification qualifications

7. Education: Bachelor's degree from a recognized university or college
8. Credentials: Possession of a valid California general secondary credential or a standard teaching credential with specialization in secondary teaching
9. Health: Physical and mental fitness to engage in educational service

II. Functions and Responsibilities

A. Primary functions

1. Serves as a staff member in the administration and supervision of all activities conducted by the work experience education program, including supervision of the work experience education program and operation of the employment placement program for high school students
2. Serves on the staff of the work experience education program as liaison between senior high schools and employers or potential employers of students in the district; assists the supervisor of the program in the operation of the work experience education program in designated high schools within the district
3. Serves as the teacher or high school coordinator in charge of students enrolled in work experience education; works with teachers, counselors, and advisors in screening, selecting, and placing students enrolled in work experience education in a manner that will provide them with the best available opportunities in vocational guidance and vocational education

B. Immediate superiors

1. Assistant Superintendent, Secondary Education
2. Supervisor, Work Experience Education
3. The high school principal; however, with the approval of the principal, follows regulations and policies established by the work experience education program as interpreted in the schools by the district work experience coordinators

C. Immediate subordinates

1. The district work experience education coordinators and the staff of the work experience education program
2. None; provides assistance to the local high school work experience education coordinators in designated senior high schools
3. None

D. Responsibilities

1. Supervises the operation of the work experience education program by planning and coordinating the performance of duties by the staff and by evaluating the services performed, estimating budget needs, and controlling expenditures
2. Assists in the initiation, development, and modification of work experience education programs in the senior high schools
3. Conducts a program of employment placement for students, dropouts, and graduates
4. Provides specialized assistance to schools in order that maximum service be provided to students enrolled in work experience education and to other working students
5. Collects information and submits required reports to the State Department of Education and to the Assistant Superintendent, Secondary Education, concerning the organization and nature of work experience education in the senior high schools
6. Directs and conducts employment and occupational surveys and makes the results available for use in the educational program
7. Assists the curriculum office in the preparation of materials for the work experience education program
8. Represents the Division of Secondary Education in appropriate relationships with commercial, industrial, and community groups
9. Conducts staff and inservice training meetings with personnel of the work experience education program
10. Participates in line and staff meetings; serves on committees and attends appropriate conferences; coordinates activities with those of other supervisors and with related activities conducted by the secondary education personnel
11. Appraises work stations and jobs for which school credit is being requested
12. Observes student workers at places of employment and assigns subject marks for work performance; transmits assigned marks to the high school work experience coordinators in his area prior to the end of each quarter
13. Serves as liaison between the employer and school in the adjustment and solution of student problems relating to work experience
14. Solicits employment openings for students attending senior high schools in the area
15. Provides information to students and employers regarding the laws and regulations under which minors are permitted to work

16. Conducts special investigations and makes adjustments relating to employment conditions, work behavior, and attendance at school and work
17. Assists in the collection, development, and compilation of vocational, occupational, and employment data obtained in the field for school information and use
18. Assists work experience coordinators in the operation of work experience education and employment placement programs in senior high schools in the area
19. Addresses student groups about occupations, employment, and preemployment preparation at the request of high school administrators or their representatives
20. Contributes to the career development of students through participation in meetings of lay and professional groups, providing information and encouraging employers to make opportunities available for local employment
21. Prepares periodic reports of activities and progress
22. Maintains regular office hours
23. Arranges for the office to be well identified by a sign near the entrance
24. Posts office hours so that they are clearly visible
25. Notifies the school secretary and central switchboard operator of his office hours
26. Interviews all student applicants for jobs
27. Creates and maintains a card file on jobs requested by students
28. Issues and processes work permit application terms
29. Creates and maintains a card file of job orders received directly from the employer or the area work experience coordinator
30. Places students in jobs, basing assignments on the data recorded on the job order and on the student's employment application
31. Offers suitable employment to qualified applicants, when available, without discrimination as to race, creed, color, or national origin
32. Notifies the employer immediately if a job cannot be filled
33. Arranges for adjustments in a student's program of classes, in cooperation with the counseling office, when the student is employed
34. Reviews and appraises the employer's ratings of student performance
35. Arranges with the counseling office for adjustments in a student's program if progress indicates enrollment in work experience education is not in his best interest
36. Advises the employer, the area work experience coordinator, the school counselor, and the student's parents of any major changes in a work program
37. Maintains, in the school's work experience education office and on the student's cumulative record in the counseling office, a complete cumulative record of the subject marks and ratings in work experience education
38. Serves as a resource person in matters relating to work experience, community relations, and vocational guidance for the school's administrative staff, counseling staff, school staff committees, and fellow teachers
39. Teaches and performs other duties as assigned by the principal

APPENDIX E

Related Instruction

Sample Outline on Related Instruction

I. Group interaction*
   A. Sharing experiences
      1. Similar job experiences
      2. Different job experiences
   B. Sharing job information
   C. Sharing problems
II. Experiences related to inschool learning
   A. Updating what is learned in school relative to on-the-job experiences
   B. Relating, by proper timing, the specific knowledge needed to be successful on the job
   C. Clarifying for the student the relationship of inschool learning and employment requirements
III. Identification with program
   A. Recognition of a student for his participation in a special program
   B. Identification made by student with other students engaged in the same type of activities
   C. Recognition of a student's ability by other members of the student body
   D. Recognition of successful job performance by others in the program
IV. Immediate short-term remedial training to correct an identifiable job-skill deficiency
V. Assistance to students in their reexamination of immediate, specific short-term job aspirations in light of long-range occupational goals

Related Instruction in a Sample School District

Although not new to work experience education, related instruction has not in the last ten years received the emphasis that it received in its early development. In cooperative work programs, such as distributive education, office education, and agricultural education, related instruction was an integral part of the total instructional program from the beginning.

Currently, related instruction in vocational work experience education occurs when students are asked to enroll in a sales class or a secretarial class in conjunction with their employment. In general and exploratory work experience education, no concurrent class has been required. The only semblance of related training has been the students' sharing their evaluations of their experiences with the classroom teacher.

Under the auspices of the Vocational Education Amendments of 1968 (VEA-68, P.L. 90-576), however, the concept of related instruction was revitalized in the writing of the *California State Plan for Vocational Education.* Emphasis has been given to providing related instruction for all students earning credit in any phase of work experience education. This emphasis does not mean that related instruction must be provided for every person who is served by a work experience education program. It does mean that related instruction must be provided for those students desiring credit as part of their experience.

Last year a minimal amount of related instruction was established through the operation of four class meetings during the school year. These classes were held in the early morning and after school. Topics discussed were evaluation, labor laws, Social Security, and permanent employment. The basic weakness in this approach was the loss of identity with the regular school program when the classes were removed from the home school. During the past summer and the last school year, a state project was conducted to develop goals and behavioral objectives for work experience. Our district was represented at this workshop, and as a result we will be experimenting with the effectiveness of these goals during the current school year.

The main goal in developing the framework for the related instruction units was to leave the extended experience program teacher some latitude in developing the related instruction phase of work experience. Only a few basic ground rules have been established, and a specific program can be developed according to these rules.

Sample Basic Framework for Related Instruction

The purpose of related instruction is to enrich work experience education and to correlate further experience on the job with the school program. The objective includes personal job fulfillment, relevancy of work to the curriculum, and, in the

*This outline was developed by the ad hoc advisory subcommittee for work experience education (January, 1970).

case of general or vocational work experience, the understanding of basic economic practices. Benefits that the teacher can derive from these meetings are as follows:

1. The teacher can get to know his students better and thus be better able to relate to a student's job and school.
2. Related instruction can provide the platform for keeping abreast of the student's activity on the job and in school.
3. Communication can be facilitated as to grades, evaluations, time reports, and other record-keeping activities.

Classes

In the current plan the student completes ten units for each one-half unit in exploratory or general work experience, or one unit in vocational work experience. Individual schools may experiment in conducting these classes, using a variety of methods as follows:

1. *Independent study.* Units are developed and assigned to be completed on the student's own time.
2. *A combination of units.* Units are completed partially on the job and partially through class meetings.
3. *A formal class structure.* The presentation and work are done in a class setting.

Class Time

Enough flexibility should exist for you to conduct the classes when you want to conduct them on campus. Possibilities include the following:

1. Hold meetings in the morning before regular classes begin.
2. Hold meetings in the evening when most jobs will be completed.
3. Hold meetings during the lunch period.
4. Release students from other classes to meet with you.
5. Choose a specified time (1 p.m., for example). Students would have to take time from their jobs to receive the related instruction.

Sample Goals for Work Experience Education

Goals for work experience education are designed so that each goal specifically relates to all three types of programs offered in the school district; i.e., exploratory, vocational, and general. Students enrolled in work experience education will:

1. Recognize that the process and content of the school's curriculum is relevant to career requirements and responsibilities (relevancy)
2. Appreciate the importance of work to personal fulfillment and growing independence and maturity (self-development)
3. Analyze career opportunities and their requirements and compare these to personal potential and expectations (self-evaluation)
4. Identify with and participate in adult roles and responsibilities in the world of work (acculturation)
5. Relate in a positive manner to work experience education sponsors, employers and their employees, and the public served (human relations)

With these stated goals, a set of program objectives, performance objectives, and evaluations can be developed. The related instruction classes can become one avenue of achieving the objectives.

Exploratory Work Experience Education – Sample Basic Topics for Related Instruction

1. Career analysis as it relates to the student
2. Examination of the basic concepts of man's productive work
3. Study of career requirements and further education within that career
4. Study of the expansion within career fields
5. Review of activities performed, problems in the observation, and a study of adult roles
6. Consumer publics within the various career fields
7. High school curriculum and its relevancy to careers observed
8. Job satisfaction and means of achievement
9. Comparison of concepts at the start of EWEE experiences with concepts at the end of these experiences
10. Evaluation of the experiences, the students' growth, and the program's effectiveness

General Work Experience Education – Sample Basic Topics for Related Instruction

1. Program and records important in the evaluation process
2. Labor law regulations, minimum wage law, hazardous occupations, school attendance, and work permits
3. Correlation of job requirements and skills gained in school

4. Test results and job potential (D.A.T.)
5. Specific job problems related to the three Rs, student input, and solutions
6. Problems in dealing with customers; feedback on solutions
7. Dealing with co-workers; successes and problems, proposed approaches
8. Social Security; its implications now and in retirement
9. Money, taxes, savings, and investments
10. Comparison of present position with advancement on the job and training requirements
11. Permanent employment trends in field of participation; its desirability and future direction
12. Methods of self-evaluation and budgeting of time
13. Presentation (by adults) dealing with various aspects of school and the world of work
14. Strengths and weaknesses of early evaluations and the changes that have occurred
15. Types of publics being served by sponsors and methods of relating to them
16. Negative attitudes and activities affecting job performance and a list of solutions
17. Evaluation by the class of job performance in a filmed sequence
18. Preparation for permanent employment and the planning of a method of transition
19. Comparison of situation at the start of the general work experience education program and the present situation
20. Evaluation of experiences, student growth, and program effectiveness

Vocational Work Experience Education – Sample Basic Topics for Related Instruction

1. Program and records important in the evaluation process
2. Labor law regulations, minimum wage law, hazardous occupations, school attendance, and work permits
3. Attitude measurement to find a base point for measuring student growth at the end of the year
4. Job skills acquired outside vocational classes that have been important in job success or have caused job failure
5. Specific problems that have occurred in the assignment
6. Dealing with co-workers; successes and problems, proposed solutions
7. Rating specific vocational classes for effectiveness in preparing students for work
8. Entering the present assignment as a full-time employee
9. Social Security; its implications now and in retirement
10. Money, taxes, savings, and investments
11. Potential for growth on the job; how to get there
12. Comparison of job performance to date and future goals
13. Feedback by adults in the various vocational fields related to school effort and work potential
14. Publics being served by sponsors; methods of relating to sponsors
15. Negative activities affecting job performance and a list of solutions
16. Methods of self-evaluation and budgeting of time
17. Evaluation by members of the class of job performance in filmed sequence
18. Preparation for permanent employment and the planning of a method of transition
19. Post-test on attitude to compare beginning and ending growth of students
20. Evaluation of the experiences, student growth, and the program's effectiveness

Sample Course of Study Outline

1. *Department:* Interdepartmental. *Course:* General work experience education.
2. *Brief description:* The student can gain practical work experience through on-the-job training, which will help him gain an understanding of and appreciation for his own worth, his potential, and the relevancy of work to the school environment. The student works under the shared supervision of the sponsor and the extended experience program teacher.
3. *Grade level:* Eleven and twelve.
4. *Length:* Semester or year. For one-half unit of credit, the student must complete 200 hours of work, to be performed on school days, excluding weekends, during the semester or school year. The student will complete units of related instruction.
5. *Prerequisites for enrollment:* Students must be sixteen years of age or have the principal's permission, must be employed, and must be on a reduced school day. Enrollment is completed through the extended experience program teacher or the coordinator, work experience education.
6. *Recommendations for enrollment:* Students should have satisfactory academic and citizenship grades in regular classes.
7. *Type of course:* Elective.

8. *Course objectives:*
   a. *General goals.* Students enrolled in work experience education will:
      (1) Assume assigned duties and responsibilities and relate them to elective and required courses in the school's curriculum
      (2) Enhance personal fulfillment through productive work
      (3) Identify the educational and training requirements of employment held and compare these to the educational and training requirements of other careers
      (4) Assume adult roles and responsibilities in the present work environment
      (5) Demonstrate behavior appropriate to the present work assignment
      (6) Gain an understanding of economic processes that will influence job performance
   b. *Specific measurable objectives.* Students enrolled in work experience education programs will:
      (1) Experience conditions on the job and through class discussion, written assignment, or other comparison instruments which will show an understanding of the relevancy between job and school as measured by improved grades, improved job performance, or growth in maturity from time of initial enrollment.
      (2) Turn in weekly reports to indicate successes or weaknesses in job satisfaction. The student will show a growing attitude of openness and exchange between sponsor and supervisor as measured by a personality inventory, counseling, or evaluation by the sponsor.
      (3) Study the educational and training requirements of the work assignment and two (2) other career fields by the use of V.I.E.W. (Vital Information for Education and Work), vocational counseling, and interviews with persons in the career. The sponsor and supervisor will be able to recognize improved goal direction in the student.
      (4) Successfully assume adult roles and responsibilities that relate directly to present employment. By reports in class on job performance, self-evaluation tools, and sponsor evaluation, the student will improve in maturity and job performance as measured by an initial interview and rating scale.
      (5) Assume all tasks assigned and will accept helpful and constructive suggestions, using such guidance from sponsors or supervisors to improve job performance. Evaluations, class discussion, or oral reports will be used to measure growth in this objective.
      (6) Examine through research, lecture, or observation the economic factors influencing job performance and will show a growth in understanding as measured by improved scores in a pretest – post-test on such economic factors.
9. *Evaluation process:*
   a. Techniques to be used in measuring student progress
      (1) Evaluation by the student's sponsor
      (2) Evaluation and observation by the student's supervisor
      (3) Performance on related instruction tasks
      (4) Tests and student self-evaluation
   b. Techniques to be used in measuring teaching effectiveness
      (1) Evaluation by the advisory committee, parents, and sponsors
      (2) Follow-up studies of student progress
      (3) Monthly progress reports
      (4) Growth of the program's use in the school
10. *Basic texts:* None
11. *Standardized tests used:* Supplemental use of I.T.E.D., O.V.I.S., and D.A.T.
12. *Supplementary printed materials:* V.I.E.W. materials, the D.O.T., and various governmental or company pamphlets related to business practices
13. *Brief outline of course content:*
   a. Performance of the tasks assigned as part of the job
   b. Comparison of school and job as affecting job growth and self-fulfillment
   c. A study of the economic factors influencing job success
   d. Counseling and guidance toward permanent career choices
   e. Guidance in self-enhancement
   f. Evaluation of program progress and methods to improve experience

APPENDIX F

Relevant Laws and Regulations

California Administrative Code, Title 5, Education

10070. Definitions. For the purpose of this article:

(a) "Job" means the paid or nonpaid employment experiences received by pupils.

(b) "Work Station" means the business establishment where a pupil acquires paid or nonpaid employment experiences.

10071. Types of Work Experience Education. Work experience education consists of one or more of the following types:

(a) Exploratory Work Experience Education. Exploratory work experience education has as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) General Work Experience Education. General work experience education has as its purpose the supervised part-time paid employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) Vocational Work Experience Education. Vocational work experience education has as its purpose the extension of vocational learning opportunities for the pupil through part-time paid employment in the occupation for which his course in school is preparing him.

NOTE: Specific authority cited for Article 5: Section 5986, Education Code.

10072. Approved Plan Required. Any type of work experience education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 5985 through 5992 shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. Among other things, the plan submitted shall contain:

(a) A statement of the type or types of work experience education the district will provide.

(b) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

(c) A specific description of the respective responsibilities of the school, the pupil, the employer, and other cooperating agencies in the operation of each type of work experience education to be offered.

(d) A statement of the manner in which the district with respect to each type specified, pursuant to (a), will:

(1) Provide appropriate and continuous guidance service to the pupils, throughout their enrollment in work experience education.

(2) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.

(3) Make certain that work done by pupils is of a useful educational nature.

(4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

(5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

(6) Provide necessary clerical and instructional services.

10073. School Credit. The district shall grant to a pupil for the satisfactory completion of work experience education the credit toward graduation specified in Section 1635.

10074. Pupil Qualification. In order to qualify for participation in work experience education a pupil shall:

(a) Be at least 16 years of age, except:

(1) A pupil enrolled in exploratory work experience education.

(2) A pupil with exceptional needs, as determined by the principal.

(b) Be a full-time pupil. For the purposes of this section, a full-time pupil means one of the following:

(1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the school in which he is enrolled.

(2) A pupil enrolled in four or more subjects, including work experience education as one of such subjects.

(3) A pupil enrolled in a summer school approved pursuant to regulations of the State Board.

(c) Have parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the work experience education chosen.

(e) Have a vocational or educational goal to which the work experience education chosen will, in the opinion of the district, contribute.

10075. Supervision. In carrying out its plan for work experience education, the district shall, in addition to meeting the requirements of Section 10072, provide sufficient services for initiating and maintaining work stations, for coordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the pupil's progress.

(d) Consultation with the pupil.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the joint apprenticeship committee in order to avoid duplication of supervisory services.

10076. Records. The district shall maintain records which shall include:

(a) A record of the type of work experience education in which each pupil is enrolled, where he is employed, and the type of job held.

(b) A record of work permit issued if applicable.

(c) The employer's report of pupil attendance and performance on the job.

(d) The report by district personnel of observations of pupils at work stations.

(e) The report by district personnel of consultations with employers.

(f) The rating of each pupil, including grade, by district personnel.

10077. Selection of Work Stations. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.

(b) The employer knows of the intent and purpose of the type of work experience education in which the pupil is enrolled.

(c) The work station offers a reasonable probability of continuous employment for the pupil during the period for which he is enrolled in work experience education.

(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.

(e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil.

(f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.

(g) The employer, as required by law, will provide adequate compensation insurance whenever the pupil is being paid a cash salary or wage.

(h) The employer will maintain accurate records of the pupil's attendance.

10078. Special Provisions Relating to Exploratory Work Experience Education.

(a) The number of hours of exploratory work experience education observations will vary. They shall be commensurate with the pupil's educational goal and the occupation or occupations he is exploring.

(b) The pupil shall not be paid for his participation in exploratory work experience education. His participation shall be terminated if he receives wages for work in the same or similar occupation during hours when he is not assigned to a work station.

(c) The exploratory work experience education pupil shall not replace a paid employee.

Article 2.

1635. Credit for Work Experience Education. The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 5985 credit in an amount not to exceed a total of 40 semester periods made up of one or a combination of two or more of the following types:

(a) For Exploratory Work Experience Education: Ten (10) semester periods for each semester, with a maximum of twenty (20) semester periods earned in two semesters.

(b) For General Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

(c) For Vocational Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

NOTE: Specific authority cited: Section 5986, Education Code.

See also sections 405 and 406 of the California Administrative Code, Title 5, Education.

Education Code

Article 5.5. Work Experience Education

5985. The governing board of any district maintaining a high school or junior college may:

(a) Provide for the instruction of pupils in the skills, attitudes, and understandings necessary to success in employment by means of courses of work experience education as provided in this article.

(b) Provide for guidance and supervision procedures designed to insure maximum educational benefit to students from placement in suitable work experience education courses.

(c) Provide for arranging, approving, coordinating, and awarding credit for work experience education courses, and for those purposes employ instructors, coordinators and other necessary personnel.

5986. The State Board of Education shall establish standards for work experience education, including but not limited to, the following:

(a) Selection and approval of work stations.
(b) Supervision of pupils.
(c) Credit allowable for work experiences.
(d) Guidance procedures related to work experience education.

5987. The Department of Education shall adopt such rules and regulations as are necessary to implement the standards set by the State Board of Education so as to maintain the educational purpose and character of work experience education.

5988. All laws or rules applicable to minors in employment relationships are applicable to students enrolled in work experience education courses.

5989. Work Experience education as authorized by this article includes the employment of pupils in part-time jobs selected or approved as having educational value for the students employed therein and coordinated by school employees.

5989.5. The governing board of any school district which establishes and supervises a work experience education program in which mentally retarded pupils are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulations, to pay the wages of pupils so employed.

The Legislature hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide maximum educational benefit to students, particularly mentally retarded pupils, and that such program is deemed to serve a public purpose.

5990. Work experience education involving apprenticeable occupations shall be consistent with the purposes of Chapter 4 (commencing with Section 3070), Division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

5991. The governing board of any school district which maintains one or more high schools or junior colleges may provide for the establishment and supervision of work experience education programs in contiguous areas outside the district.

5991.5. The governing board of any school district providing work experience and work study education may provide for employment under such program of pupils in part-time jobs located in areas outside the district and such employment may be by any public or private employer. Such districts may pay wages to persons receiving such training whether assigned within or without the district, except that no payments may be to or for private employers, and may provide workmen's compensation insurance as may be necessary.

5992. Notwithstanding any provisions of this code or the Labor Code to the contrary, the school district under whose supervision work experience education is provided shall be considered the employer under Division 4 (commencing with Section 3201) of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer, or unless the person or firm under whom such persons are receiving work experience elects to provide workmen's compensation insurance.

5995. In order to encourage high schools and community colleges to make available programs of work experience education as provided in Article 5.5 of this chapter, there is hereby appropriated the sum of

fifty thousand dollars ($50,000) for the 1968-69 fiscal year and three hundred thousand dollars ($300,000) for each of the fiscal years 1969-70 and 1970-71 from the General Fund to the Department of Education. These funds are to be used for providing new or expanded work experience education programs and work-study programs in high schools and community colleges serving areas with high concentrations of urban poverty as defined in Section 6482, and in other high schools and community colleges of the state.

5995.1. It is the intent of the Legislature in enacting this article to increase the ability of the school districts of the state to provide useful occupational training and marketable skills for all students who desire such experience, by providing school districts easier access to federal matching funds available under the Vocational Education Act of 1963.

The Legislature intends that the total state appropriation each fiscal year for the purposes of this article, when added to the required effort of participating school districts shall be used as matching funds for federal funds available under the Vocational Education Act of 1963, or any successor to such act.

5995.2. School districts desiring to participate under the provisions of this article shall submit applications demonstrating their plan for the establishment or improvement of such programs.

5995.3. Funds appropriated under this article shall be used, to the greatest extent possible, for the employment of work experience education coordinators, for the expenses necessary for the support of their function, and for work-study programs.

5995.4. In order that equal numbers of coordinators may be employed in high schools and community colleges serving areas with high concentrations of urban poverty as well as in other high schools and community colleges of the state, funds not utilized in one area as defined in Section 6482 may be used in other such defined areas, or in other high schools and community colleges of the state.

5995.45. A work-study program as used in this article applies only to students who meet all of the following criteria: (1) Are enrolled in a summer vocational education program under Article 10.5 (commencing with Section 6270) of Chapter 6 of Division 6. (2) Are in need of the earnings from such employment to commence or continue their vocational education program. (3) Are at least 15 years of age and less than 21 years of age at the commencement of employment. (4) Are capable, in the opinion of the appropriate school authorities, of maintaining good standing in the summer vocational education program while employed under the work-study program. (5) Are employed under such work-study program for not more than 20 hours per week. (6) Are employed under such work-study program for a public agency or nonprofit institution.

5995.5. In school districts with high schools or community colleges in areas having high concentrations of urban poverty as defined in Section 6482, the state's contribution from funds available under Section 5995 for the employment of work experience education coordinators and necessary ancillary services shall be equalized on the basis of 50 percent of the local districts' expenditures, exclusive of federal funds for the purpose of this article, in districts with an average assessed valuation per unit of average daily attendance.

For such programs in other high schools and community colleges of the state, the state's contribution shall be equalized on the basis of 25 percent of the local districts' expenditures, exclusive of federal funds for the purpose of this article, in districts with an average assessed valuation per unit of average daily attendance.

5995.6. Subject to the provisions of Section 5995.4, 75 percent of the amounts appropriated pursuant to Section 5995 shall be allocated to districts in areas having high concentration of urban poverty as defined by Section 6482, and 25 percent shall be allocated to other districts.

Allowances by Superintendent of Public Instruction and Board of Governors of the California Community Colleges

5995.7. The Superintendent of Public Instruction shall allow to each district with high schools, and the Board of Governors of the California Community Colleges shall allow to each district with community colleges, in areas having high concentration of urban poverty as defined in Section 6482 for which an application under this article has been approved, an amount equal to the total funds, exclusive of federal funds, to be expended for the purposes of this article, diminished by the product of the ratio which the assessed valuation per unit of average daily attendance in grades 9 through 12 in the case of high schools, or grades 13 and 14 in the case of community colleges, during the preceding fiscal year in the district bears to the assessed valuation per unit of such average daily attendance in the state and one-half of the total funds, exclusive of federal funds to be expended for the purpose of this article.

Allowances by Superintendent of Public Instruction and Board of Governors of the California Community Colleges; Districts Not Covered by Section 5995.7

5995.8. The Superintendent of Public Instruction shall allow to each district with a high school, and the Board of Governors of the California Community College shall allow to each district with a community college, other than those for which an allowance was made under Section 5995.7, for which an application has been approved under this article, an amount equal to the total funds, exclusive of federal funds, to be expended for the purposes of this article, diminished by the product of the ratio which the assessed valuation per unit of average daily attendance in grades 9 through 12 in the case of high schools, and grades 13 and 14 in the case of community colleges, during the preceding fiscal year in the district bears to the assessed valuation of such average daily attendance

in the state and three-fourths of the total funds, exclusive of federal funds to be expended for the purpose of this article.

5995.9. The Superintendent of Public Instruction and the Board of Governors of the California Community Colleges shall report to the Legislature no later than the fifth legislative day of the 1971 Regular Session on the extent to which school districts in the state have utilized the funds herein provided.

Such report shall also indicate the number of students served as a direct result of this support and their total earnings, and shall provide followup data to indicate as nearly as possible the postschool employment success of each participating student.

5996. The State Board of Education and the Board of Governors of the California Community Colleges shall adopt rules and regulations necessary to the effective administration of this article.

6270. This article may be cited as the Summer Vocational and Technical Education Act of 1969.

6271. The Legislature finds that it is urgently necessary to reduce the continuing high level of unemployment among the youth and young adults by broadening and strengthening the existing vocational education programs to provide them with the necessary work skills in order that they will be equipped to participate in a meaningful manner in our ever increasingly technical society.

It is the intent of the Legislature by the provisions of this article to afford a means whereby school districts may broaden and strengthen the existing vocational education programs and to provide the districts with necessary financial support to enable them to implement vocational training and work programs during the summer months for the unemployed youth and young adults so that they may be trained in marketable work skills and earn such funds as may be necessary to enable them to continue their education.

6272. A program of summer vocational and technical education may be established pursuant to this article by the governing board of any school district maintaining one or more high schools. Pupils who have completed grades 9 to 12 may be permitted to participate in a program.

Summer vocational and technical education programs shall consist of training and instruction in any skills and crafts in which ample opportunities for gainful employment are to be found. The program may include work experience involving the gainful employment of pupils. The provisions of Article 2 (commencing with Section 1940) of Chapter 2 of Part 7 of the Labor Code, limiting the employment of aliens by public agencies shall not be applicable to the employment of pupils under this article.

6273. Wages earned by pupils participating in a program of summer vocational and technical education, shall be paid weekly, or, if not reasonably possible, biweekly.

6274. Any program of summer vocational and technical education established pursuant to this article shall be subject to the prior approval of the Department of Education, and no average daily attendance of pupils in such a program shall be credited to a district unless the program has been approved and is conducted pursuant to the rules, regulations, and standards prescribed by the department. School districts desiring to participate under the provisions of this article shall submit to the department applications which shall include plans for the establishment of a summer vocational and technical education program, and describing in detail its proposed content and operation.

6275. Each school district participating in the program shall submit a report annually on the conduct of its summer vocational and technical education programs, including an evaluation thereof, to the department on forms provided by the department.

6276. Upon approval by the department, the governing board of any school district may contract with and receive and expend funds from any other public or private agency, foundation, or corporation for the purposes of this article. The governing board of any school district may cooperate with public and private institutions of higher education in conducting programs pursuant to this article.

6277. The governing board of a school district whose program has been approved by the department, may, no more than 10 weeks prior to the beginning of the program for the forthcoming summer, employ sufficient staff to perform the administrative tasks necessary to implement the program.

6278. The department shall adopt such rules and regulations that are necessary to implement the provisions of this article. The rules and regulations shall include standards for the vocational and technical education programs provided for under this article.

6279. The department in cooperation with the school districts shall develop curriculums for purposes of this article.

6280. The department shall annually, on or before the 30th legislative day of the regular session of the Legislature, report to the Legislature on the operation and results of the programs established pursuant to this article, including in the report its recommendations in connection therewith.

6281. From funds appropriated by the Legislature for the purposes of this article, a school district, upon the approval of the department, shall be reimbursed for the current expense actually incurred by the district per pupil in average daily attendance participating in the program during the preceding fiscal year that is in excess of the foundation program amount for the district during such year for such pupil, plus any other state funds or federal funds received, or to be received, for operation of the program.

11051. No pupil in a high school, other than a pupil in a vocational education program occupationally organized and conducted under federal approval, evening high school, continuation high school, or continuation

education class, shall be credited with more than one day of attendance in any calendar day and nothing in this article (commencing with Section 11051) shall be construed to the contrary.

11052. The minimum schoolday in any high school, except in an evening high school, a regional occupational center, an opportunity school and in opportunity classes, a continuation high school, in continuation education classes, and in late afternoon or Saturday occupationally organized vocational training programs conducted under a federally approved plan for vocational education, is 240 minutes.

11055. The minimum day in special day or Saturday vocational training programs and for students enrolled in a work experience education program approved under the provisions of Article 4 (commencing with Section 8351) of Chapter 4 of Division 7 is 180 minutes.

Refer to Section 11251 of the latest edition of the Education Code for laws on calculation of average daily attendance for purposes of work experience education.

Refer to the latest edition of the Education Code, commencing with Section 12201, for applicable laws regarding work permits and the employment of minors.

Labor Code

WORK WEEK;
DAY OF REST

510 Eight hours of labor constitutes a day's work, unless it is otherwise expressly stipulated by the parties to a contract.

550 As used in this chapter "day's rest" applies to all situations whether the employee is engaged by the day, week, month, or year, and whether the work performed is done in the day or night time.

551 Every person employed in any occupation of labor is entitled to one day's rest therefrom in seven.

552 No employer of labor shall cause his employees to work more than six days in seven.

556 This chapter shall not apply to any employer or employee when the total hours of employment do not exceed 30 hours in any week or six hours in any one day thereof.
(Added by Stats. 1941, Ch. 1267.)

WAGES, HOUR,
AND WORKING
CONDITIONS

1171 The provisions of this chapter shall apply to and include women and minors employed in any occupation, trade, or industry, whether compensation is measured by time, piece, or otherwise.

1172 As used in this chapter "minor" means any person under 21 years of age, but this chapter shall not authorize the department to fix minimum wages or maximum hours for male minors between 18 and 21 years of age.

1174 Every person, employing labor in this State shall:

(c) Keep a record showing the names and addresses of all women and minors employed and the ages of all minors.

(d) Keep at the plants or establishments at which women or minors are employed, pay roll records showing the hours worked daily by, and the wages paid to, women and minors employed at the respective plants or establishments, and which shall be kept in accordance with rules established for this purpose by the commission. All such records shall be kept on file for at least one year.
(Amended by Stats. 1945, Ch. 1431.)

1191 For any occupation in which a minimum wage has been established, the commission may issue to a woman who is mentally or physically handicapped, or both, or to a minor so handicapped, a special license authorizing the employment of the licensee for a period not to exceed one year from date of issue, at a wage less than the legal minimum wage. The commission shall fix a special minimum wage for the licensee. Such license may be renewed on a yearly basis.
(Amended by Stats. 1961, Ch. 543.)

1192 For any occupation in which a minimum wage has been established, the commission may issue to an apprentice or learner a special license authorizing the employment of such apprentice or learner for the time and under the conditions which the commission determines and at a wage less than the legal minimum wage. The commission shall fix a special wage for such apprentice or learner.

1193 The commission may fix the maximum number of women and minors under 18 years of age to be employed under the

WAGES, HOUR, AND WORKING CONDITIONS (Cont'd)

licenses provided for in Sections 1191 and 1192 in any occupation, trade, industry, or establishment in which a minimum wage has been established.

1195 Any person may register with the Division of Industrial Welfare a complaint that the wage paid to a woman or minor for whom a minimum wage has been fixed by the commission is less than that rate. The division shall investigate the matter and take all proceedings necessary to enforce the payment of a wage not less than the minimum wage.

1197 The minimum wage for women and minors fixed by the commission is the minimum wage to be paid to women and minors, and the payment of a less wage than the minimum so fixed is unlawful.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS

1290 No minor under the age of 16 years shall be employed, permitted, or suffered to work in or in connection with any manufacturing establishment or other place of labor or employment at any time except as may be provided in this article or by the provisions of Division 9 (commencing with Section 10501) of the Education Code.

(Amended by Stats. 1945, Ch. 627, and by Stats. 1965, Ch. 157.)

1291 Work is done for a manufacturing establishment within the meaning of this article whenever it is done at any place upon the work of a manufacturing establishment, or upon any of the materials entering into the products of a manufacturing establishment, whether under contract or arrangement with any person in charge of or connected with a manufacturing establishment directly or indirectly through contractors or third persons.

1292 No minor under the age of 16 years shall be employed or permitted to work in any capacity in:

(a) Adjusting any belt to any machinery.

(b) Sewing or lacing machine belts in any workshop or factory.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

(c) Oiling, wiping, or cleaning machinery, or assisting therein.

1293 No minor under the age of 16 years shall be employed, or permitted, to work in any capacity in operating or assisting in operating any of the following machines:

(a) Circular or band saws; wood shapers; wood-jointers; planers; sandpaper or wood-polishing machinery; wood turning or boring machinery.

(b) Picker machines or machines used in picking wool, cotton, hair, or other materials; carding machines; leather-burnishing machines; laundry machinery.

(c) Printing presses of all kinds; boring or drill presses; stamping machines used in sheet metal and tinware, in paper and leather manufacturing, or in washer and nut factories; metal or paper-cutting machines; paper-lace machines.

(d) Corner-staying machines in paper-box factories; corrugating rolls, such as are used in corrugated paper, roofing or washboard factories.

(e) Dough brakes or cracker machinery of any description.

(f) Wire or iron straightening or drawing machinery; rolling-mill machinery; power punches or shears; washing, grinding or mixing machinery; calendar rolls in paper and rubber manufacturing; steam-boilers; in proximity to any hazardous or unguarded belts, machinery or gearing.

1294 No minor under the age of 16 years shall be employed or permitted to work in any capacity:

(a) Upon any railroad, whether steam, electric, or hydraulic.

(b) Upon any vessel or boat engaged in navigation or commerce within the jurisdiction of this State.

(c) In, about, or in connection with any processes in which dangerous or poisonous acids are used, in the manufacture or packing of paints, colors, white or red lead, or in soldering.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

1294

(d) In occupations causing dust in injurious quantities, in the manufacture or use of dangerous or poisonous dyes, in the manufacture or preparation of compositions with dangerous or poisonous gases, or in the manufacture or use of compositions of lye in which the quantity thereof is injurious to health.

(e) On scaffolding, in heavy work in the building trades, in any tunnel or excavation, or in, about or in connection with any mine, coal breaker, coke oven or quarry.

(f) In assorting, manufacturing or packing tobacco.

(g) In operating any automobile, motor car or truck.

(h) In any bowling alley, or pool or billiard room.

(i) In any occupation dangerous to the life or limb, or injurious to the health or morals of such minor.

1295 The provisions of Sections 1292, 1293, and 1294 shall not apply to the courses of training in vocational or manual training schools or in State institutions.

1295.5 The provisions of Sections 1292, 1293, and 1294 shall not apply to students enrolled in approved work experience education programs pursuant to Article 4 (commencing with Section 8351) of Chapter 4 of Division 7 of the Education Code if the work experience coordinator determines that the students have been sufficiently trained in the employment or work otherwise prohibited by such sections and if parental approval is obtained.

1296 The Division of Labor Law Enforcement may, after a hearing, determine whether any particular trade, process of manufacture, or occupation, in which the employment of minors under the age of sixteen years is not already forbidden by law, or whether any particular method of carrying on such trade, process of manufacture, or occupation is sufficiently dangerous to the lives or limbs or injurious to the health or morals of minors under sixteen years of age to justify their exclusion therefrom. No minor under sixteen years of age shall be employed or permitted to work in any occupation thus determined to be dangerous or injurious to minors. Any determination hereunder may be reviewed by the superior court.
(Amended by Stats. 1949, Ch. 127.)

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

1297 No girl under the age of 18 years and no boy under the age of 16 years shall be employed or permitted to work as a messenger for any telegraph, telephone, or messenger company, or for the United States Government, or any of its departments while operating a telegraph, telephone, or messenger service, in the distribution, transmission, or delivery of goods or messages in cities of more than 15,000 inhabitants; nor shall any boy under the age of 18 years be employed, permitted, or suffered to engage in such work before 6 o'clock in the morning or after 9 o'clock in the evening.

1298 No boy under 10 years of age and no girl under 18 years of age shall be employed or permitted to work at any time in or in connection with the street occupation of peddling, bootblacking, the sale or distribution of newspaper, magazines, periodicals, or circulars or in any other occupation pursued in any street or public place. Nothing in this section shall apply to cities whose population is less than 23,000 according to the preceding Federal census.

1299 Every person, or agent or officer thereof, employing either directly or indirectly through third persons minors under the age of 18 years, shall keep on file all permits and certificates, either to work or to employ, issued under the provisions of this article or of Division 9 (commencing with Section 10501) of the Education Code. Such files shall be open at all times to the inspection of the school attendance and probation officers, the State Board of Education, and the officers of the Division of Labor Statistics and Law Enforcement.

1300 All certificates and permits to work or to employ shall be returned to the issuing authority within five days after the minor quits his employment. Such certificate or permit shall be subject to cancellation at any time by the Labor Commissioner or by the issuing authority, whenever the commissioner or the issuing authority finds that the conditions for the legal issuance of such certificate or permit no longer exist or have never existed.

1301 On or before January 10th and on or before July 10th of each year, the authority issuing permits and certificates either to work or to employ shall file with the Division of Labor Law Enforcement and the State Board of Education

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

a full written report of the same, stating the names, ages, and addresses of the minors under sixteen years of age affected thereby.
(Amended by Stats. 1949, Ch. 127.)

1302 The attendance officer of any county or school district in which any place of employment is situated, or the probation officer of such county, may at any time, enter such place of employment for the purpose of investigating violations of the provisions of this article, or violations of the provisions of Division 9 (commencing with Section 10501) of the Education Code. If an attendance or probation officer is denied entrance to such place of employment, any magistrate may, upon the filing of an affidavit by the attendance or probation officer setting forth the fact that he has a good cause to believe that the provisions of this article or of Division 9 (commencing with Section 10501) of the Education Code are being violated in such place of employment, issue an order directing the attendance or probation officer to enter the place of employment for the purpose of making such investigations.
(Amended by Stats. 1945, Ch. 627, and by Stats. 1965, Ch. 157.)

1303 Any person, or agent or officer thereof, employing either directly or indirectly through third persons, or any parent or guardian of a minor affected by this article who violates any provision hereof, or who employs, or permits any minor to be employed in violation hereof, is guilty of a misdemeanor, punishable by a fine of not less than fifty dollars ($50) nor more than two hundred dollars ($200) or imprisonment in the county jail for not more than 60 days, or both.

1304 Failure to produce any permit or certificate either to work or to employ is prima facie evidence of the illegal employment of any minor whose permit or certificate is not so produced. Proof that any person was the manager or superintendent of any place of employment subject to the provisions of this article at the time any minor is alleged to have been employed therein in violation thereof, is prima facie evidence that the person employed, or permitted the minor so to work. The sworn statement of the Labor Commissioner or his deputy or agents as to the age of any child affected by this article is prima facie evidence of the age of such child.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

1305 Any fine collected under this article shall be paid into the school funds of the county in which the offense occurred, except when the fine is imposed and collected as the result of prosecutions by the Division of Labor Law Enforcement, in which case one-half of the fine shall be paid into the State Treasury and credit to the General Fund and one-half paid into the school funds of the county in which the offense occurred.
(Amended by Stats. 1949, Ch. 127.)

1306 All violations of this article whether prosecuted or not, shall be reported in writing by the Division of Labor Law Enforcement to the State Board of Education immediately after their occurrence. The report shall state the name and address of the person charged with the violation, the nature of the charge and the name, age, and address of the minor affected thereby, and shall be followed on or before January 10th and on or before July 10th of each year, by a written summary of all violations of this article which have occurred during the preceding period of six months.
(Amended by Stats. 1949, Ch. 127.)

1307 All minors coming within the provisions of Division 9 (commencing with Section 10501) of the Education Code shall be placed or delivered into the custody of the school district authorities of the county or city in which they are found illegally at work.
(Amended by Stats. 1945, Ch. 627, and by Stats. 1965, Ch. 157.)

1308 Any person is guilty of a misdemeanor and is punishable by a fine of not less than fifty dollars ($50) and not more than two hundred fifty dollars ($250) or imprisonment for not exceeding six months or both, who, as parent, relative, guardian, employer, or otherwise having the care, custody, or control of any minor under the age of 16 years, exhibits, uses, or employs, or in any manner or under any pretense, sells, apprentices, gives away, lets out, or disposes of any such minor to any person, under any name, title, or pretense for, or who causes, procures, or encourages such minor to engage in:

(a) Any business, exhibition, or vocation, injurious to the health or dangerous to the life or limb of such minor.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

1308

(b) The vocation, occupation, service, or purpose of singing, playing on musical instruments, rope or wire walking, dancing, begging, or peddling, or as a gymnast, acrobat, contortionist, or rider, in any place whatsoever.

(c) Any obscene, indecent, or immoral purposes, exhibition, or practice whatsoever.

(d) Any mendicant or wandering business.

Nothing in this section applies to or affects:

(a) The employment or use of any minor, as a singer or musician in any church, school, or academy, or the teaching or learning of the science or practice of music.

(b) The employment of any minor as a musician at any concert or other musical entertainment on the written consent of the mayor of the city or president of the board of trustees of the city or town where such concert or entertainment takes place.

(c) The participation by any minor in amateur horseback riding exhibitions, contests or events, which are nonprofit in nature or which are sponsored by nonprofit organizations, and in which no minor participant receives payment for his services or money prizes.

(d) The leading of livestock by a minor in nonprofit fairs stock parades, livestock shows and exhibitions. (Amended by Stats. 1949, Ch. 447, and by Stats. 1961, Ch. 1808.)

1309

Every person who takes, receives, hires, employs, uses, exhibits, or has in custody, for any of the purposes mentioned in Section 1308, any minor under the age of 16 is guilty of a misdemeanor punishable by a fine of not less than fifty ($50) nor more than two hundred fifty dollars ($250), or imprisonment for not more than six months, or both.

OCCUPATIONAL PRIVILEGES AND RESTRICTIONS FOR MINORS (Cont'd)

WORKING HOURS FOR MINORS

1391 Except as provided in Sections 1297 and 1298, no minor under the age of 18 years shall be employed more than eight hours in one day of 24 hours or more than 48 hours in one week, or before 5 o'clock in the morning, or after 10 o'clock in the evening. Any person or the agent or officer thereof, or any parent or guardian, who directly or indirectly violates or causes or suffers the violation of any provision of this section is guilty of a misdemeanor punishable by a fine of not less than fifty dollars ($50) nor more than two hundred dollars ($200) or imprisonment in the county jail for not more than 60 days or both.

1392 Every person who has a minor under his control, as a ward or an apprentice, and who, except in viticultural or horticultural pursuits or in domestic or household occupations, requires such minor to labor more than eight hours in any one day, is guilty of a misdemeanor.

1393 No minor under the age of 18 years shall vend and sell goods, engage in, or conduct any business between 10 o'clock in the evening and 5 o'clock in the morning. Any person who violates this section is guilty of a misdemeanor, punishable by a fine of not more than twenty dollars ($20), or by imprisonment for not more than 10 days, or by both.

1394 Nothing in this article or Article 2 of Chapter 2 of this part shall prohibit or prevent:

(a) The employment of minors 16 years of age or over in agricultural, horticultural, viticultural, or domestic labor for more than eight hours in one day or more than 48 hours in one week.

(b) The employment of any minor at agricultural, horticultural, viticultural, or domestic labor during the time the public schools are not in session, or during other than school hours, when the work performed is for or under the control of his parent or guardian and is performed upon or in connection with premises owned, operated or controlled by the parent or guardian; but nothing herein shall

WORKING HOURS
FOR MINORS (Cont'd)

1394 permit children under school age to work at such occupations, while the public schools are in session.

(c) The employment of any minor by engineers engaged in survey work as part of a survey crew in the field.
(Amended by Stats. 1941, Ch. 287, by Stats. 1949, Ch. 447; by Stats. 1951, Ch. 1019, and by Stats. 1957, Ch. 1903).

1394.5 Nothing in this article or Article 2 of Chapter 2 of this part shall prohibit or prevent:

(a) The appearance of any minor in any church, public or religious school, or community entertainment.

(b) The appearance of any minor in any school entertainment or in any entertainment for charity or for children, for which no admission fee is charged.

(c) The appearance of any minor in any radio or television broadcasting exhibition, where the minor receives no compensation directly or indirectly therefor, and where the engagement of the minor is limited to a single appearance lasting not more than one hour, and where no admission fee is charged for the radio broadcasting or television exhibition.
(Added by Stats. 1951, Ch. 1019.)

1395 If the written consent of the Labor Commissioner is first obtained, or if such consent is not required for radio or television by the provisions of subdivision (b) of Section 1394.5 nothing in this article or Article 2 of Chapter 2 of this part shall prohibit or prevent:

(a) The employment of any minor, in the presentation of any drama, legitimate play, or in any radio broadcasting or television studio.

(b) The employment of any minor 12 years of age or over in any other performance, concert, or entertainment.

(c) Any minor over the age of eight years from appearing in any performance, concert, or entertainment during the public school vacation.

(d) Any minor between the ages of eight and 18 years, who is by any law of this State permitted to be employed as an actor, actress, or performer in a theater, motion picture studio, radio broadcasting

WORKING HOURS
FOR MINORS (Cont'd)

1395 studio, or television studio, before 10 o'clock p.m., in the presentation of a performance, play, or drama continuing from an earlier hour till after 10 o'clock p.m., from performing his part in such presentation between the hours of 10 and 12 o'clock p.m.

(e) The appearance of any minor in any entertainment which is noncommercial in nature.

(f) The employment of any minor artist in the making of phonograph recordings.

(g) The employment of any minor as an advertising or photographic model.

(h) The employment or appearance of any minor pursuant to a contract approved by the superior court under the provisions of Section 36 of the Civil Code.
(Amended by Stats. 1941, Ch. 282, by Stats. 1943, Ch. 854, by Stats. 1947, Ch. 144, and by Stats. 1951, Ch. 1019.)

1396 No such consent shall be given at any time unless the officer giving it is satisfied that:

(a) The environment in which the performance, concert, or entertainment is to be produced is proper for the minor.

(b) The conditions of employment are not detrimental to the health of the minor.

(c) The minor's education will not be neglected or hampered by his participation in such performance, concert, or entertainment.

The Labor Commissioner may require the authority charged with the issuance of age and schooling certificates to make the necessary investigation into the conditions covered by this section.

1397 Every written consent shall specify the name and age of the minor, together with facts necessary for his proper identification, and the date when, and the theaters or places of amusement in which the performance, concert, or entertainment is to be produced. The written consent shall also specify the performance, concert, or entertainment in which the minor is permitted to participate. Every consent shall be revocable at will by the officer giving it.

WORKING HOURS
FOR MINORS (Cont'd)

1397.5 Any person, or the agent, manager, superintendent or officer thereof, employing either directly or indirectly through third persons, or any parent or guardian of a minor who employs, or permits any minor to be employed in violation of any of the provisions of Section 1395 is guilty of a misdemeanor.

(Added by Stats. 1945, Ch. 538; amended by Stats. 1959, Ch. 600.)

APPENDIX G

Directory of State Agencies and Vocational Education Section

Branch Offices of the Division of Industrial Welfare, California State Department of Industrial Relations[1]

Bakersfield Office

Serving Inyo, Mono, and Kern counties

El Centro Office

Serving Imperial and Riverside counties (west to and including Palm Springs and north to Highway 6)

Eureka Office

Serving Del Norte, Humboldt, Lake, and northern Mendocino counties

Fresno Office

Serving Fresno, Kings, Madera, Merced, Mariposa, and Tulare counties

Los Angeles Office

Serving all of Los Angeles County except the following:

Inglewood Office – serving a portion of Los Angeles City, including Hermosa Beach, Inglewood, Manhattan Beach, and Torrance

Long Beach Office – serving a portion of Los Angeles City and all of Long Beach

Van Nuys Office – serving a portion of San Fernando Valley

Oakland Office

Serving Alameda, Contra Costa, and Solano counties

Redding Office

Serving Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Trinity, Siskiyou, and Tehama counties

Sacramento Office

Serving El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, and Yuba counties

San Bernardino Office

Serving Riverside and San Bernardino counties

San Diego Office

Serving San Diego County

San Francisco Office

Serving San Francisco County

San Jose Office

Serving Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties

Santa Ana Office

Serving Orange County

Santa Barbara Office

Serving San Luis Obispo, Santa Barbara, and Ventura counties

Santa Rosa Office

Serving Marin, Napa, Sonoma, and southern Mendocino counties

Stockton Office

Serving Alpine, Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties

California State Department of Human Resources Development: Offices for Job Training, Development, and Placement[2]

Auburn – 100 El Dorado St. (95603), 885-3775
Avalon-Florence HRD Center – 701 E. Florence Ave., Los Angeles (90001), 750-5250
Bakersfield HRD Center – 1924 Que St. (93301), 327-4692

[1]The branch offices, located in principal cities, serve counties, parts of counties, or other specified areas.

[2]Names of cities or community facilities where the field offices conduct their operations are listed here in alphabetical order, together with specific addresses.

The combinations of initials used in this list mean the following: HRD = Human Resources Development; WIN = Work Incentive Program; YOC = Youth Opportunity Center.

Berkeley – 1375 University Ave. (94702), 843-1389
Berkeley YOC – 1706 University Ave. (94703), 848-1673
Chico – 240 W. Seventh St. (95926), 342-3581
Colton YOC – 1183 N. Mt. Vernon Ave. (92324), 825-9333
Compton HRD Center – 212 E. Arbutus St. (90220), 639-8180
Culver City – 10829 Venice Blvd. (90034), 837-0181
Duarte – 1805 E. Huntington Dr. (91010), 359-6601
El Centro – 100 N. Imperial Ave. (92243), 352-1801 N. Imperial Ave. (92243), 352-1801
Escondido – 329 E. Valley Pkwy. South (92025), 745-6211
Eureka – 409 K St. (95501), 443-0801
Fresno: West Fresno Service Center – 2555 S. Elm Ave., 485-6860
Fresno HRD Center – 1050 O St. (93721), 488-5351
Fresno YOC – 2405 Inyo St. (93721), 488-5122
Fullerton – 233 E. Commonwealth Ave. (92632), 526-6651
Glendale – 1255 S. Central Ave. (91204), 247-1321
Hayward – 24790 Amador St. (94544), 783-7211
Hayward YOC – 306 A St. (94541), 582-3007
Hollywood – 6725 Santa Monica Blvd. (90038), 461-9121
Indio – 83-151 Requa (92201), 347-0761
Inglewood – 4546 W. Century Blvd. (90304), 674-2531
Lancaster – 44902 N. Tenth St. (93534), 942-1146
Lodi – 200 E. Oak St. (95240), 369-2753
Long Beach HRD Center – 1313 Pine Ave. (90813), 437-0171
Los Angeles – 1400 S. Hill St. (90015), 744-2121
East Los Angeles Service Center – 929 N. Bonnie Beach Pl. (90063), 264-5100
East Los Angeles WIN – 944 S. Indiana St. (90023), 268-7266
East Los Angeles YOC – 3427 E. Olympic Blvd. (90023), 744-2102
South Central Los Angeles Service Center – 10925 S. Central Ave. (90059), 567-1151
Los Angeles Casual Labor – 305 E. Sixteenth St. (90015), 744-2121
Los Angeles Central HRD – 161 W. Venice Blvd. (90015), 744-2121
Los Angeles Professional – 3223 W. Sixth St., 8th floor (90005), 744-2121
Marysville – 1204 E St. (95901), 743-1561
Merced – 1205 W. Eighteenth St. (95340), 722-8025
Modesto – 629 Twelfth St. (95353), 524-7921
Monterey – 480 Webster St. (93940), 373-0143
North Hollywood – 5271 Bakman Ave. (91601), 766-4301
Norwalk – 12715 S. Pioneer Blvd. (90650), 868-3713
Oakland – 235 Twelfth St. (94607), 464-0764
Oakland: East Oakland HRD Center – 8924 Holly St. (94621), 638-3001
Oakland Central YOC – 301 Thirteenth St. (94612), 464-0944
Oakland-Fruitvale HRD Center – 1470 Fruitvale Ave. (94601), 536-9689
Oceanside – 141 Canyon Dr. (92054), 757-1281
Ontario – 1000 W. Fourth St. (91762), 986-3811
Orange County HRD Center – 1140 S. Bristol St., Santa Ana (92704), 543-0111
Oroville – 2348 Baldwin Ave. (95965), 533-1535
Pacoima WIN – 8727 Van Nuys Blvd. (91331), 892-8691
Palo Alto – 449-453 Sherman Ave. (94306), 326-6590
Pasadena HRD Center – 445 E. Green St. (91109), 449-1213
Pittsburg – 1150 Harbor St. (94565), 439-9186
Pomona – 150 E. Arrow Hwy. (91767), 593-4901
Porterville – 64 E. Putnam (93257), 784-2740
Redding – 1325 Pine St. (96001), 243-1652
Richmond – 344 Twenty-first St. (94801), 234-5351
Richmond Service Center – 217 Tenth St. (94801), 237-5500
Riverside – 3460 Orange St. (92501), 683-7560
Sacramento HRD Center – 1303 Seventh St. (95814), 444-6252
Sacramento YOC – 3211 S St. (95816), 452-6141
Salinas – 342 Front St. (93903), 422-4731
San Bernardino HRD Center – 480 Mountain View Ave. (92401), 889-8341
San Diego – 1354 Front St. (92101), 234-4341
San Diego Service Center – 4235 National Ave. (92113), 262-0841
San Diego YOC – 1025 Twelfth Ave. (92101), 234-4341
San Fernando Valley HRD – 11035 San Fernando Road, Pacoima (91331), 896-8111
San Francisco Bayview-Hunters Point HRD Center – 1562 McKinnon Ave. (94124), 647-8818
San Francisco Casual Labor – 371 Hayes St. (94102), 557-1239
San Francisco Central YOC – 1748 Market St. (94102), 557-3015
San Francisco Chinatown-North Beach HRD Center – 661 Commercial St. (94111), 433-0575
San Francisco Industrial and Service Center – 1449 Mission St. (94103), 557-2983
San Francisco Mission HRD Center – 3221 Twenty-second St. (94110), 826-5151
San Francisco Professional and Commercial – 134 California St. (94111), 557-2976
San Francisco Service Center – 1425 Turk St. (94115), 557-1744
San Jose – 297 W. Hedding St. (95110), 287-7505
San Jose: East San Jose HRD Center – 1660 E. Santa Clara St. (95116), 287-7505
San Jose Central YOC – 970 W. Julian St. (95126), 297-7822
San Luis Obispo – 817 Palm St. (93401), 534-5300
San Mateo – 3520 El Camino Real (94403), 341-6111
San Rafael – 805 E St. (94901), 454-0355
Santa Ana – 2823 S. Bristol (92704), 546-0540

Santa Barbara – 130 E. Ortega (93101), 965-7063
Santa Cruz – 420 May Ave (95060), 423-5475
Santa Maria – 712 E. Chapel St. (93454), 925-8686
Santa Monica – 828 Broadway (90401), 451-9811
Santa Rosa – 620 Healdsburg Ave. (95401), 545-1250
Stockton HRD Center - 135 W. Fremont St. (95202), 465-0271
Torrance – 1016 Sartori Ave. (90501), 328-2611
Vallejo HRD Center – 1440 Marin (94590), 643-1051
Van Nuys – 14404 Sherman Way (91405), 782-1350
Venice Service Center – 324 S. Lincoln Blvd. (90291), 392-4811
Ventura – 1960 N. C St., Oxnard (93030), 485-7985
Visalia – 321 S. Bridge (93277), 734-7411
West Covina – 933 S. Glendora Ave. (91790), 962-7011
Whittier – 7240 S. Greenleaf Ave., 945-1011

Vocational Education Section, California State Department of Education

State Director of Vocational Education – Wesley P. Smith, 721 Capitol Mall, Sacramento 95814, (916) 445-3314

Program Planning Unit – E. David Graf, 1025 P St., Sacramento 95814, (916) 322-2330
- Consultant, Work Experience Education – Allan Holmes, 1025 P St., Sacramento 95814, (916) 322-2330
- Consultant, Vocational Education for the Disadvantaged – Fred Martinez, 1025 P St., Sacramento 95814, (916) 322-2330
- Consultant, Vocational Education for the Handicapped – Ted Hawthorne, 1025 P St., Sacramento 95814, (916) 322-2330

Program Operation Unit – Richard Nelson, 721 Capitol Mall, Sacramento 95814, (916) 445-6726
- Bureau of Agricultural Education – Donald Wilson, Chief, 721 Capitol Mall, Sacramento 95814, (916) 445-4971
- Bureau of Business Education – Brenton Aikin, Chief, 721 Capitol Mall, Sacramento 95814, (916) 445-5182
- Bureau of Homemaking Education – M. Catherine Welsh, Chief, 721 Capitol Mall, Sacramento 95814, (916) 445-5077
- Bureau of Industrial Education – James Herman, Chief, 721 Capitol Mall, Sacramento 95814, (916) 445-2461
- Coastal Regional Office – Richard Wenstrom, Regional Coordinator, 4075 State Buildings, 1111 Jackson St., Oakland 94607, (415) 464-0955
- Central Regional Office – Karl Jacobson, Regional Coordinator, 1919 - 21st St., Sacramento 95814, (916) 445-9570
- Southern Regional Office – Elmer Wirta, Regional Coordinator, 305 State Building, 217 W. First St., Los Angeles 90012, (213) 620-3900

APPENDIX H

Program Management

1. Survey Forms

WORK EXPERIENCE EDUCATION SURVEY -- Employer Worksheet

Name of Firm_____ Telephone_____

Type of Business_____

Address_____ City_____

Manager_____

Name of Person Reporting_____ Title_____

1. PERSONNEL INFORMATION

1.1 How many people are employed in your firm on a regular full-time basis?_____

1.2 How many people are employed in your firm on a regular part-time basis?_____

1.3 For which special occasions do you employ extra people? (Please check.)

1.31 Christmas	____	1.34 Special sales promotions	____
1.32 Vacation relief	____	1.35 Special projects	____
1.33 Weekends	____	1.36 Other_____	

1.4 From which source(s) do you usually obtain your employees? (Please check.)

1.41 Walk-ins	____	1.45 Union	____
1.42 Present employees	____	1.46 Private agencies	____
1.43 Customers	____	1.47 Schools	____
1.44 Advertisements	____	1.48 Calif. Dept. of Employment	____
1.49 Other_____			

1.5 Are your regular part-time employees covered by a union contract? Yes__ No___

1.6 If you have employed high school students, in which of the following items have you experienced special difficulty?

1.61 Selection	___	1.66 Union clearance	___	1.71 Experience	___
1.62 Training	___	1.67 Transportation	___	1.72 Personality	___
1.63 Work schedules	___	1.68 Records	___	1.73 Attitude	___
1.64 Supervision	___	1.69 Insurance	___	1.74 Judgment	___
1.65 Labor laws	___	1.7 Job performance	___	1.75 Initiative	___
1.76 Other_____					

Work Experience Education Survey -- Employer Worksheet

2. WORK SCHEDULE INFORMATION (Part-time employees only)

2.1 If you employ regular part-time employees, approximately how many hours do they work each day? (Please check.)

2.11, 1-2 hours___; 2.12, 3-4 hours___; 2.13, 5-6 hours___.

2.2 If you employ regular part-time employees, at what times during the day do you usually schedule them for work? (Please check.)

2.21, 7 - 10am___; 2.22, 11am - 2pm___; 2.23, 1 - 5pm___;

2.24, 6 - 10pm___; 2.25. Other_____

2.3 If you employ regular part-time employees, during which days of the week do they normally work? (Please check.)

2.31, Monday_____; 2.32, Tuesday_____; 2.33, Wednesday_____;

2.34, Thursday_____; 2.35, Friday_____; 2.36, Saturday_____;

2.37, Sunday_____;

3. WORK EXPERIENCE EDUCATION AND TRAINING STATION INFORMATION

3.1 Would your firm be willing to discuss the work experience program with a representative of the school district for the purpose of determining whether or not establishing a training station for an assigned student if feasible for your firm? Yes____No_____

3.2 If you answered yes to the above question, with which school would you prefer establishing a working relationship?

3.21 _____ High School ___ 3.23 _____ High School ___
3.22 _____ High School ___ 3.24 _____ High School ___

3.3 Is your firm willing to consider hiring and assisting in the training of selected high school students on a regular part-time basis? Yes___No___

3.4 Approximately how many high school students could you employ on a regular part-time basis? _____

3.5 For which types of work would you consider hiring selected high school students on a regular part-time basis?

3.51	Mechanical drafting___	3.56	Bookkeeping ___	4.2	Sales ___
3.52	Newspaper shop ___	3.57	Typing ___	4.3	Stock ___
3.53	Laboratory ___	3.58	Stenographic ___	4.4	Delivery ___
3.54	Engineering trainee___	3.59	Clerical machines__	4.5	Machine trade ___
3.55	Building maintenance__			4.6	Building crafts___

4.7 Other_____

GENERAL COMMENTS: (What reaction or comments have you regarding the development and operation of a Work Experience program in the secondary schools?)

_____ HIGH SCHOOL
WORK EDUCATION OFFICE

WORK EXPERIENCE EDUCATION PROGRAM STUDENT SURVEY - 10th & 11th GRADES

NAME (Optional)_____ GRADE _____

WHAT TYPES OF WORK EXPERIENCE EDUCATION ARE THERE?

EXPLORATORY WORK EXPERIENCE EDUCATION is for all students who want to learn about the professions. Students enrolled in this program receive high school credit but NO PAY. A girl interested in 'nursing' takes some time during the day to observe nurses on the job in a doctor's office or in a hospital. A student interested in teaching becomes a teacher's aide and observes the teacher in an actual classroom situation. Prospective engineers observe engineers in action.

GENERAL WORK EXPERIENCE EDUCATION is for students who have not made a vocational choice. Several occupations may be tried out that will help students choose more wisely. Waitresses, service station attendants, and clerks are some examples. All students enrolled in this program must be PAID and school credit given.

VOCATIONAL WORK EXPERIENCE EDUCATION is designed to serve the students who have made their vocational choice. It is actual on-the-job training for PAY and school credit in the areas of the students' vocational interests. They are employed in such typical jobs as auto mechanics, cabinet and carpentry, machinist, draftsmen, and office workers.

1. Would you be interested in enrolling in the Work Experience Education program the next school year?

_____ YES _____ NO _____ PERHAPS

2. If work stations were available, check which Work Experience Education program you would be interested in taking.

_____ EXPLORATORY _____ GENERAL _____ VOCATIONAL

3. How many periods would you consider taking?

____ 1 ____ 2 ____ 3 ____ 4

4. What time of the day would you like to work?

____ Morning ____ Afternoon ____ Evening

5. What days of the week would you prefer to work? Please circle.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

If you wish to have more information regarding the Work Experience Education program, come into the Work Education office in the Administration Bldg. between 8:00 and 9:00 A.M. daily.

I am sending a copy of this letter to all former students who were on the Work Experience Program, to make a follow-up on vocational choices. I'll make your replying as painless as possible.

I want only the answers to two questions and you can do it by answering the questions below with just a few words, more if you care to give more detail.

Thanks a lot for your cooperation and I wish you success in whatever you are doing.

WHAT ARE YOU DOING NOW? (Check the right one and answer the question)

1. Working:_____

   What type of work are you doing?_____

2. Going to school:_____

   What course are you taking?_____

3. Neither:____Explain (check one): Married___Service___Other____

   _____

Also, will you please answer this question: As of now, what do you think your life's vocation will be?_____

Sincerely,

_____

Work Experience Coordinator

COMMENTS: (Use reverse side if you wish)

VOCATIONAL GUIDANCE OFFICE
_____ School District

Business Education Survey

1. What is your current status? Married___ Single___ Male___ Female___

   In Armed Forces___ In College or Bus. School___ Employed___ Unemployed___

2. If you are unemployed, are you looking for full time work? Yes___ No___

3. If you are employed complete this section:

   a. Employed: Full time___ Part time___

   b. Name of employer _____

   c. Address _____
   Street City State Zip

   d. Briefly describe your duties _____

   _____

4. If you are attending college or business school, complete this section:

   a. Attending school: Full time___ Part time___

   b. Name of college or business school _____

   c. Major or field of training _____

5. What are your future plans? _____

6. What additional business courses in high school would have been helpful in your present position? _____

   _____

   _____

7. What kind of occupational information in high school would have been helpful in planning your career? _____

   _____

   _____

_____
Signature

2. Evaluation Forms

Nature, Philosophy, and Operation

	In Evidence (Check)
1. On-the-job learning experiences planned by: school and trainer_____, school_____, trainer_____, unplanned_____	
2. The program does_____, does not_____ require students to enroll in school for less than a full school schedule.	
3. Major purposes of the program: to provide vocational and occupational guidance_____ to contribute to vocational and occupational skills_____ to enrich the student's general education_____ to provide spending money for students_____	
4. Program requires: concurrent related training_____ concurrent group meeting_____ previous related training_____ no requirement_____	
5. A clearly written statement of objectives has been developed for the type of work experience education program being offered.	_____
6. Objectives have been developed through the cooperative efforts of employers, educators, and students.	_____
7. The school administrators and faculty members have been given a clear concept of the place of this program in the total educational system.	_____
8. Standards for the operation of the program have been understood and accepted by the school administrators.	_____
9. A clear-cut assignment of functions and duties has been given to all persons concerned with work experience education.	_____
10. A long-range plan of development has been worked out and serves as a guide for operations.	_____
11. The work experience education program offered is operated as an educational program and not just as an employment office for students.	_____
12. School and work station schedules are developed to meet the needs of students in work experience education.	_____
13. School credit is given for the experiences of students in work stations.	_____

In Evidence (Check)

14. A student follow-up survey has been made of school leavers and graduates to see whether they change occupations. _____

15. Follow-up records are kept for each student in work experience education. _____

16. Frequent use of student occupational experiences is made in group discussions of work experience education trainees. _____

17. The instructional activities in work experience education are correlated whenever possible with activities in other subject matter areas. _____

Selection and Guidance of Trainees

In Evidence (Check)

1. Prospective work experience education students are given a clear understanding of the purposes and nature of the program before they are enrolled. _____

2. Educational experiences provided by job:
   are commensurate with student's ability_____
   may or may not be commensurate with student's ability_____

3. Student trainees are screened by certificated personnel_____,
   noncertificated personnel_____, unscreened_____.

4. Student trainees are representatives of:
   solely college preparatory_____
   solely terminal students_____
   solely handicapped_____
   solely poverty students_____
   total school population_____

5. Trainees feel that they are learning and benefiting from the program. _____

6. Trainees must have:
   a stipulated grade point average to enter_____
   a stipulated grade point average to remain in the program_____
   a satisfactory citizenship record to enter_____
   a satisfactory citizenship record to remain in the program_____
   a satisfactory attendance record to enter_____
   a satisfactory attendance record to remain in the program_____

7. Trainees receive achievement grades as well as credit. _____

	In Evidence (Check)
8. Qualified counselors help each student in determining his aptitude, interest, and ability to profit from work experience education.	_____
9. The coordinator arranges for the collection of occupational information regarding various occupations.	_____
10. Employers are given a choice in the selection of types of students.	_____
11. The coordinator determines the final selection of students who are recommended for the program.	_____
12. A cumulative record is kept by the coordinator on each student.	_____
13. Periodic counseling interviews are held with each student concerning his general progress in the program.	_____
14. The coordinator has a definite role in the performance of the guidance functions in the school.	_____
15. Work experience education is offered to students during regular vacation periods (Christmas, summer, etc.)	_____
16. Students participate in the evaluation of their own achievement.	_____

The Program Administrator and His Functions

	In Evidence (Check)
1. The program administrator has:	
an Administrative Credential	_____
a G.P.P.S. Credential	_____
a Vocational Education Credential	_____
specific and formal training in work experience education	_____
2. The full-time student load is:	
25 - 50	_____
51 - 75	_____
75 - 100	_____
101 - 150	_____
151 - 200	_____
over 200	_____

In Evidence
(Check)

3. Supervision by the administrator includes:
   on-the-job visitations_____
   phone calls_____
   written evaluations_____
   in-school interviews_____

4. Frequency of supervision per semester is:
   0 _____
   1 _____
   2 _____
   3 _____
   4 _____
   5 or more _____

5. Frequency of written evaluations per semester is:
   0 _____
   1 _____
   2 _____
   3 _____
   4 _____
   5 or more _____

6. Frequency of individual conferences per semester is:
   0 _____
   1 _____
   2 _____
   3 _____
   4 _____
   5 or more _____

7. Administrator's title is commensurate with his position. _____

8. Administrator's salary is commensurate with his position. _____

9. Administrator has administrative status within the district or school. _____

10. Administrator is paid for twelve months per year. _____

11. The coordinator has completed an in-service training program in professional vocational subjects such as organization, coordination, methods, and curriculum development. _____

12. The coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent. _____

13. Coordination time is used only for coordination purposes. _____

14. The coordinator is not overloaded with extra-curricular activities and other subjects to teach. _____

	In Evidence (Check)
15. All students who are eligible enrollees are acquainted with the work experience education program being offered.	_____
16. Work experience education students appear before community groups and help in the development of public relations for the program.	_____
17. Articles on work experience education appear frequently in the school newspaper.	_____
18. The coordinator makes talks at club meetings and before business groups.	_____
19. Articles on the work experience education program appear regularly in the local newspaper.	_____
20. Parent groups have been acquainted with the program.	_____
21. Alumni are kept informed of the growth and development of the program.	_____
22. The coordinator maintains membership in at least one local civic organization.	_____
23. The coordinator takes an active part in community affairs other than those dealing strictly with business.	_____
24. The coordinator attends most local and state meetings dealing with work experience education.	_____
25. The coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.	_____
26. Reports of coordination activities are kept.	_____
27. The coordinator periodically evaluates the effectiveness of the "related group instruction".	_____
28. The coordinator actively participates in a professional organization dedicated to quality programs of work experience education.	_____
29. The coordinator plans and carries out research resulting in the constant improvement of the program.	_____

The Advisory Committee and Other Participating Groups

	In Evidence (Check)
1. An advisory committee representative of all groups interested in the program has been formed and its advice is used in the development of the program.	_____

2. Size of the committee is:
   - 1 - 10 _____
   - 11 - 15 _____
   - 16 - 20 _____
   - more than 20 _____

3. Members are drawn from:
   - newspapers and other media_____
   - potential employers_____
   - trainers and employers only_____
   - local Chamber of Commerce_____
   - local office of Manpower Utilization_____
   - PTA_____
   - businessmen's associations_____
   - service clubs_____
   - labor unions_____
   - management associations_____
   - church groups_____
   - faculty associations_____
   - school board_____
   - student body_____

4. Number of meetings held per semester average:
   - 1 _____
   - 2 _____
   - 3 _____
   - 4 or more _____

5. Members term of office:
   - 1 year_____
   - more than 1 year_____

6. Functions of the committee include:
   - to set policy_____
   - to be a sounding board for new ideas_____
   - to be a publicity medium_____
   - to advise_____

7. Members are:
   - paid_____
   - unpaid_____

8. Meetings are chaired by:
   - work experience education administrator_____
   - lay member_____

Program Status, Facilities, and Resources

	In Evidence (Check)
1. The program is assigned: a full-time clerk or secretary_____ a part-time clerk or secretary_____ a student secretary only_____ no secretary_____	
2. The administrator has: an office telephone available_____ an attended telephone available only_____ an available telephone only_____ no telephone_____	
3. The administrator has business cards provided for him.	_____
4. The administrator has an office budget.	_____
5. The administrator has a mileage or auto allowance.	_____
6. The administrator has: a private office with office equipment_____ a shared office only_____ a classroom office only_____	
7. Storage facilities are provided the coordinator for storing materials and supplies.	_____
8. The coordinator is allowed sufficient time for coordination activites.	_____
9. The coordinator has access to a typewriter and duplicating machine.	_____
10. Miscellaneous supplies such as stationery, stamps, and stencils are available to the coordinator.	_____
11. Work experience education is accepted and acknowledged as a desirable and essential function of the school.	_____
12. The school administrators take an active and interested part in the planning and operation of the type of work experience education program offered.	_____
13. Teachers and other staff members cooperate with the coordinator in the operation of the program.	_____

The Program and the Law

		In Evidence (Check)
1.	Parent approval is received for all participants.	_____
2.	Provision is made for granting school credit for work experience education participation.	_____
3.	Provision is made for appropriate and continuous guidance to all trainees.	_____
4.	Work done by students is of a useful, educational nature.	_____
5.	A plan of operation is approved and on file in Sacramento.	_____
6.	Provision is made by the district for trainee workmen's compensation.	_____
7.	A record keeping system has been designed to meet the needs of the program.	_____
8.	The records and reports are kept up to date and complete.	_____
9.	The coordinator checks to see if practices meet standards.	_____
10.	Labor union regulations are followed in the placement and training of work experience education students.	_____
11.	Care is exercised to ascertain that work conditions of trainees are physically and morally safe.	_____
12.	The program operation reflects strict compliance with orders of the Industrial Welfare Commission.	_____
13.	The program operation reflects strict compliance with orders of the Fair Labor Standards Act.	_____
14.	The program operation reflects strict compliance with orders of the Education Code.	_____
15.	The program operation reflects strict compliance with orders of the California Administrative Code, Title 5.	_____
16.	The program operation reflects strict compliance with orders of all other laws and regulations pertaining to work experience education.	_____

Cost and Cost Effectiveness

Number of students enrolled _____
(Less) Number of students not achieving performance objectives _____
Total number of students successfully trained _____

Excess Costs:

Cost of administrator or supervisor	_____	
Salary of clerical aide	_____	
Office expenses	_____	
Travel expenses	_____	
Promotion expenses	_____	
Instructional supplies/equipment	_____	
Miscellaneous expenses	_____	
Total Expenses		_____

Income From Program:

V.E.A. reimbursement	_____	
Other excess cost reimbursement	_____	
Savings in certificated personnel	_____	
Total Income and Savings		_____

Net Cost of Program _____

Net Cost Per Successful Pupil _____

Performance Criteria

Please refer to Work Experience Education Handbook for details.

Also, note samples of trainee evaluation forms in the handbook.

Evaluation Methods and Instruments

Please refer to Work Experience Education Handbook for details and instruments.

Also, note samples of trainer agreement forms in the handbook.

Trainer Agreements and Evaluation Process

Trainer Evaluation

The trainer:

A. Instructs the student as to rules, regulations, and duties _____

B. Provides adequate supervision for the student and help him to progress on the job _____

C. Gives the school an evaluation of each trainee _____

D. Confers with the coordinator regarding any problems _____

E. Provides compensation insurance _____

F. Maintains accurate records of the student's performance and attendance _____

Types of Reports

I. Reports to California State Department of Education

(Include all report forms)

II. Report to School District Board of Trustees and Administration

A. Written statistical report

B. Oral testimonials by student trainees

C. Community testimonial dinner or function

III. Report to Faculty

A. Written statistical report

B. Testimonials in school newspaper

IV. Report to Community

A. Direct communication -- speeches, letters

B. Newspaper articles

C. Radio and TV programs

3. Enrollment Forms, Time Records, Grading Forms

STUDENT – – Complete lower half of application ONLY

Interviewer's Comments:

_____

_____

_____

_____ Intv._____ Date_____

REFERRALS					
DATE	EMPLOYER	JOB	RESULT	REMARKS	INT.

PRINT LAST NAME	FIRST NAME	ADDRESS			SOCIAL SECURITY NO.	DATE
YEAR YOU GRADUATE	DATE OF BIRTH	HEIGHT	WEIGHT	HOME PHONE NO.		MESSAGE PHONE NO.

TYPE OF WORK DESIRED	EXPERIENCE		LAST GRADES IN		PRESENT SCHEDULE (IN PENCIL ONLY)		
	MONTHS	TYPE OF WORK	SUBJECTS	GRADE	PER	ROOM	CLASS
1			ENGLISH				
			TYPING		1		
2			SHORTHAND		2		
			BOOKKEEPING		3		
3			MATH		4		
			SCIENCE		5		
4					6		
					7		
					8		
					9		

WILL YOU TAKE WORK AS:

GARDENING ☐ BABY SITTING ☐ HOUSEWORK ☐ OTHER ☐

WILL YOU TAKE A "TRAINEE" JOB (CREDIT, NO PAY)?

YES ☐ NO ☐

WHAT IS YOUR VOCATIONAL GOAL?

DO YOU HAVE A DRIVER'S LICENSE?

YES ☐ NO ☐

CAR FOR TRANSPORTATION?

YES ☐ NO ☐

LAWN MOWER?

YES ☐ NO ☐

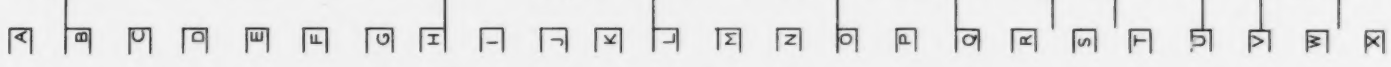
OTHER EQUIPMENT:

LIST YOUR HOBBIES, TALENTS, AND LEISURE ACTIVITIES:

HOURS AVAILABLE FOR WORK:

DO NOT WRITE BELOW DOUBLE LINE

YOG NAME DOB GEO AREA OOS CIT AV ABIL IR SH TY



(Front of Card)

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HIGH SCHOOL DISTRICT

TRAINEE APPLICATION

PRINT YOUR NAME – LAST | FIRST | MIDDLE | COMMENTS

DATE TODAY | HOME PHONE NO. | SOCIAL SECURITY NO. | GRADE | BIRTHDATE | AGE

HOME ADDRESS | ZIP CODE | NEAREST MAJOR CROSS STREET

NAME OF SCHOOL YOU ATTEND | YEAR YOU GRADUATE | WHAT TRANSPORTATION DO YOU HAVE? | DRIVER LICENSE NO.

LIST VOCATIONAL SUBJECTS YOU HAVE HAD OR ARE CURRENTLY TAKING.

COURSE | YR. | GRADE

LIST YOUR CURRENT SCHOOL PROGRAM

COURSE | TEACHER

LIST JOBS YOU WOULD ACCEPT

LIST JOBS YOU HAVE HELD

WHAT IS YOUR CURRENT TYPING SPEED IN NET WORDS A MINUTE? .....

WHAT IS YOUR CURRENT SHORTHAND SPEED? .....

LIST OTHER SPECIAL SKILLS

CHECK EXTENDED EXPERIENCE PROGRAMS YOU ARE IN

..... COLLEGE ..... ADULT SCHOOL

..... IND. STUDY ..... WORK EXPER.

..... OFF. EXPER. ..... COMM. EXP.

..... OCC. CLASS ..... TEACHER AIDE

OTHER .....

LIST INTERESTS OR ACTIVITIES WHICH WOULD AFFECT YOUR WORK

(Back of Card)

Comments

Referral Action

Date	Employer or Action	Job	Duration	Pay	Remarks

(Front of Card)

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_____ HIGH SCHOOL DISTRICT

Exploratory Work Experience Education

Application

Name ..... Date .....

Address ..... Phone .....

Please specify your Vocational Interests and your Vocational Goal. .....

.....

What courses in your field of interest have you, or are you taking? .....

.....

RATING .....

APPROVAL: ....
E.W.E.E. Adviser Related Training Teacher

"I, the parent or legal guardian, hereby give my permission for the above named student to participate in the Exploratory Work Experience Education Program. I certify that the sole responsibility to insure against any hazard is that of the undersigned."

.....
Parent

(Back of Card)

After School Activities _____

_____

SCHOOL SCHEDULE

Subject	Teacher	Room

Do you have transportation? _____

EXPLORATORY WORK PLACEMENT

Place	Assignment	Date

(Front of Card)

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_____ HIGH SCHOOL DISTRICT

Exploratory Work Experience Education

TRAINING STATION DATA CARD

Company Name ..... Phone .....

Address ..... Date .....

Trainee Desired: Male ☐ Female ☐

On-the-Job Activities To Be Observed:

.....

.....

.....

.....

RECOMMENDED HOURS OF OBSERVATION
(Pref. From 3:30 p.m.)

1 week ..... 2 weeks .....

Other .....

From ..... p.m. To ..... p.m.

Type of Trainee Desired (Scholastic Background, Interests, Abilities, Etc.) .. ..

.....

Special Instructions (Clothing, Etc.) .....

Person To Whom Trainee Reports .....

(Back of Card)

STUDENT TRAINEE ASSIGNED	DATE	SUPERVISION RECORD

_____
Counselor's Name

APPLICATION FOR PLACEMENT
WORK EXPERIENCE EDUCATION PROGRAM

TO PARENT OR GUARDIAN: The _____ High School District has as part of its regular curriculum a Work Experience Education Program. Students are placed in training stations approved by the school coordinator as part of the regular school day, in order that they may have the opportunity of being on a job to gain work experience and/or explore various vocational fields. The school receives reports from the employer, and grades and credits toward graduation are granted. The coordinator and counselor use the experience in counseling with the student. In some positions the student receives pay and takes his place as a productive employee. In others, he receives no pay and performs such duties as may be assigned to him to enhance his learning. If you approve of this student being considered for placement on the Work Experience Education Program, will you please sign this application.

_____
Signature of Parent/Guardian

****

Name (please print) _____ Date _____
(last) (first) (initial)

Address _____ Tel. No. _____
(number) (street) (city)

Date of Birth _____ Age _____ Weight _____ Height _____ Girl ____ Boy _____

Year in school (circle) So. Jr. Sr. List your Social Security No. _____
Do you plan to attend any school after graduation? _____
In what vocational field are you interested? _____
Do you have an automobile? _____ Do you have a driver's license? _____

LIST YOUR PAST WORK EXPERIENCES

Name of Company or Employer	Describe Work	Length of Time Worked	Reason for Leaving

Type of Work Acceptable: (please check)

Baby Sitter	_____	Wrapper	_____	Teacher trainee	_____
Beauty operator	_____	Typist	_____	Yard work	_____
Usherette	_____	Dental office	_____	Mechanical	_____
Office work	_____	Service station	_____	Restaurant	_____
Sales	_____	Box boy	_____	Delivery	_____
Waitress	_____	Stock boy	_____	Other	_____

First Choice _____ Second Choice _____

PLEASE COMPLETE FORM ON OTHER SIDE

116 LIST YOUR PRESENT PROGRAM

	Course	Room No.	Have your counselor list your program as it would be on the W.E.E.P.
0.			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Student's Signature _____ Counselor's Signature _____

DO NOT WRITE BELOW DOUBLE LINE

Date	COMMENTS BY COUNSELOR OR COORDINATOR

REFERRALS

Date	Employer	Job	Interview	Result

_____ High School District

TEACHER'S RECOMMENDATION OF STUDENT

For Work Experience Education Program

Confidential

DATE _____

_____ has applied for participation in:
(Name of Student)

_____ Regular Exploratory Work Experience Education

_____ Elementary Teaching Exploratory Work Experience Education

_____ General Work Experience Education

_____ Vocational Work Experience Education

Your name has been included in the student's list of references who know him well. Please evaluate this student as you know him/her in and/or out of the classroom. Feel free to make additional comments. Please return this form promptly to coordinator or school counselor. Thank you for your cooperation.

Please circle that which best describes the above named student.

Follows directions	Excellent	Good	Fair
Perserverance	Excellent	Good	Fair
Initiative	Excellent	Good	Fair
Reliability	Excellent	Good	Fair
Speed in work (manual)	Excellent	Good	Fair
Accuracy in work	Excellent	Good	Fair
Ability in work	Excellent	Good	Fair
Ability to get along with others	Excellent	Good	Fair
Ability to adjust to new situations	Excellent	Good	Fair

If you were in a position to employ this student, WOULD YOU? Yes_____ No _____

Comments _____

_____

_____

_____
Signature of Recommending Teacher

_____ SCHOOL DISTRICT

WORK EXPERIENCE EDUCATION PROGRAM

DEAN'S RECOMMENDATION Date_____

To: _____ Student_____ Yr._____

The above student has applied for admission into the Work Experience Program. Your assistance is needed to furnish personal information about this student to facilitate approval or disapproval.

1. Attendance: Absences during previous year _____
   Tardies during previous year _____

2. Citizenship Record----------Good----------Fair----------Poor

3. Cooperation----------Good----------Fair----------Poor

4. Reliability----------Good----------Fair----------Poor

5. Personality----------Good----------Fair----------Poor

6. Use of Ability----------Good----------Fair----------Poor

7. WEEP Recommendation----------Good----------Fair----------Poor

8. In your opinion will WEEP help this student? Yes_____No_____

9. If you were in a position to employ this student, WOULD YOU? Yes_____

   No_____

COMMENTS:

_____ _____
Dean's Signature Date

NOTE:

Please return this form promptly to the Work Experience office.

REPORT TO COUNSELOR
WORK EXPERIENCE EDUCATION PROGRAM

DATE : _____

TO : _____

FROM : _____, Work Experience Program Supervisor

RE : _____

SUBJECT: Counselor Notification of Student Enrollment Status in the Work Experience Education Program.

☐ ENROLLED

This is to notify you that the above-named student has been enrolled in Work Experience and is to receive _____ units for this course.

☐ DROPPED

As of this date, _____, the above-named student has been dropped from the Work Experience Program. Please contact this office regarding reason(s) and course credit status.

☐ ENROLLMENT IS PENDING

The above-named student has not been enrolled in the Work Experience Program. Reason(s):

☐ Form WEP 1, Student's Request for Credit for Work Experience, has not been received by this office. (Copy enclosed)

☐ Form WEP 2, Work Experience Agreement, has not been received by this office. (Copy enclosed)

☐ Verification of issuance of a Work Permit is needed.

☐ Student's employment is in violation of the California Child Labor Laws.

_____

☐ Other: _____

It is suggested that this verification of enrollment sheet be filed in student's cumulative folder.

If you have any questions regarding this notice, please contact me at _____ High School

_____ HIGH SCHOOL DISTRICT
Occupational Education Program

Student Learner's Weekly Report

Student Learner's Name _____

Firm _____

Training Sponsor's Name _____

Week Dating from _____ to _____ Rate of Pay $ _____

Day	Time In	Time Out	Total Hours	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Totals				

What problems arose during the week on which you would like help?

What individual instruction do you need to help you perform your duties more effectively?

_____ SCHOOL DISTRICT
EMPLOYERS STUDENT WORK EXPERIENCE REPORT

Report for period _____ to _____ 196

Name of Student _____

Employed by _____
Firm's Name

Please list all hours worked in your establishment by student on dates indicated.

Days of Month	Hours Worked
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	

TO:

Employer, Supervisor or Personnel Officer:

Your cooperation in verifying this monthly work experience report is greatly appreciated. To complete our records this certification is necessary.

_____, Co-ordinator
Work Experience Education

I certify that the above-named student was employed by this company for the number of hours indicated on this form.

_____
Signature of Employer, Supervisor, or Personnel Officer

_____
(Title)

Date _____

_____ SCHOOL DISTRICT
Division of Educational Services
Office of Director of Vocational Education

WORK EXPERIENCE EDUCATION
STUDENT'S WEEKLY REPORT

Student's Name _____

Job Location _____

Supervisor at Work _____

Week Dating from Sunday, _____ to Saturday, _____
(Month & Day) (Month & Day)

Number of Days Absent From School This Week _____

Day of the Week	Time In	Time Out	Total Hours
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

TOTAL HOURS _____ X HOURLY WAGES _____ = WEEKLY WAGE _____

Student's Comments (If any) _____

_____

_____

_____

_____
(Student's Signature)

_____ HIGH SCHOOL DISTRICT

Occupational Education Program

Visitation and Student Conference Report

Please Check: ____ Visitation ____ Student Learner Conference

____ Distributive Education ____ Occupational Education

Name of Trainee: _____ Date _____

Firm _____ Training Sponsor _____

Purpose of Visit or Conference:

1. Specific operations in which Trainee is engaged _____

_____

2. Personal Appearance of Trainee _____
3. Apparent Interest of Trainee in Work _____
4. Related Subject Matter Needed _____

COMMENTS:

_____ HIGH SCHOOL DISTRICT

EXPLORATORY WORK EXPERIENCE EDUCATION

STUDENT TRAINING STATION EVALUATION

1. How did you hear about the EWEE Program? _____

2. Why did you choose this particular occupation, grade level, etc? _____

3. Was the referral procedure relative to this prodedure adequate? _____

4. Was the amount of time spent by you with your trainer adequate in terms of the purpose of gaining a real insight into the occupation? _____

5. Was the time spent by you with your trainer excessive in terms of the purpose of gaining a real insight into the occupation? _____

6. Did you volunteer for extra time and duties? _____

7. How many times were you absent from your training station? _____

8. How many times were you tardy to your training station? _____

9. Did you notify your trainer in advance that you were going to be absent from your training station? _____

10. Did your training station experiences help you find out what you wanted to know about the occupation? _____

11. What were the most interesting experiences on this training station? _____

12. What were some of the activities participated in and/or duties performed by you while on this training station? _____

13. Did you research other sources for information relative to this occupation?

14. Would you please contribute a few suggestions for future improvement of the EWEE Program. _____

PLEASE RETURN THIS FORM TO THE COORDINATOR THROUGH YOUR COUNSELOR AT THE CONCLUSION OF YOUR VISITATION TO EACH TRAINING STATION.

_____ SCHOOL DISTRICT

REGULAR EXPLORATORY WORK EXPERIENCE EDUCATION

EVALUATION SHEET

STUDENT _____ DATE _____

TRAINING STATION NAME _____ D.O.T.# _____

TRAINER NAME AND ADDRESS _____

PLEASE RETURN THIS COMPLETED FORM AT YOUR EARLIEST CONVENIENCE.

Please check the areas which best approximate student's work experience progress. Your responses will assist with counseling, grading, and improving student's performance.

PERFORMANCE	Very Good	Good	Acceptable	Poor
Punctuality in reporting to training station				
Regular daily attendance				
Ability to follow instructions				
Quality of work				
Judgment				
Ability to work with others				

ATTITUDE				
Interest in occupation				
Courtesy				
Ability to accept criticism				
Cooperation with company rules				

PERSONAL APPEARANCE				
Appropriate dress				
Cleanliness				
Neatness				

Comments and/or specific suggestions for student improvement _____

_____

SUGGESTED GRADE: A B C D F
(Circle one)

_____
(Evaluator's Signature and Date)

_____ SCHOOL DISTRICT
Division of Educational Services
Office of Director of Vocational Education

WORK EXPERIENCE EDUCATION
COORDINATOR'S RATING OF WORK PERFORMANCE
(To Be Completed At Least Once Each Semester)

Student's Name: _____ Grade Level: _____ Date: _____

Employer: _____ Period Dating From: _____ to: _____

DEPENDABILITY: Is the student regular, on time, and careful to notify in advance when unavoidably absent?
Very reliable ( ) Usually reliable ( ) Unreliable ( )
Comments: _____

COOPERATION: Does the student keep the rules, follow instructions and have an attitude of helpfulness?
Very cooperative ( ) Generally cooperative ( ) Uncooperative ( )
Comments: _____

APPEARANCE: Does the student dress neatly and appropriately for the positions?
Very neat and appropriate ( ) Generally satisfactory ( ) Unsatisfactory ( )
Comments: _____

PUBLIC RELATIONS: Does the student meet people well, establish good personal relations and create good public relations for the agency?
Very satisfactory ( ) Moderately satisfactory ( ) Very poor ( )
Comments: _____

INTEREST IN LEARNING: Does the student make the most of the learning opportunities available in this situation?
Very interested ( ) Moderately interested ( ) Not interested ( )
Comments: _____

ABILITY TO LEARN: Does the student evidence ability to learn this kind of work?
Very quick to learn ( ) Learns readily ( ) Rather slow ( ) Very slow ( )
Comments: _____

INITIATIVE: Does the student exhibit initiative? Does he do his work without being told?
Makes good suggestions ( ) Occasional initiative ( ) Needs constant direction( )
Comments: _____

ACCURACY: Is the student accurate in his work?
Very few errors ( ) Occasional errors ( ) Often careless ( ) Very Careless (
Comments: _____

SPEED: Does the student do his work with reasonable speed?
Very fast ( ) Rather rapid ( ) Moderate ( ) Slow ( ) Very slow ( )
Comments: _____

Would you recommend that the student continue study toward this occupation? _____
Would you consider this student for permanent employment if a position were open? _____

COMMENTS: _____
_____
_____

Grade _____ _____
(Signature of Coordinator)

Course No._____

WORK EXPERIENCE EDUCATION TRAINEE EVALUATION

TO:

FROM: Coordinator, Work Experience

SUBJECT: Evaluation for _____ from _____

High School for the Quarter ____ Semester ____ Ending_____

It is the policy of the _____ High School District to solicit evaluations from cooperating business firms where work experience education trainees are employed so that we may help these students to improve in their work skills. Your cooperation in completing this check sheet will be greatly appreciated as it will become part of the student's permanent school record.

Would you please complete the following evaluation for the above-named student. Enclosed you will find a return envelope for your convenience. We would appreciate your returning the evaluation by _____or sooner if it is convenient. Thank you!

_____ , Coordinator

BEGINNING WAGES_____PRESENT WAGES_____IS STUDENT STILL EMPLOYED?____

	A	B	C	D
ATTENDANCE & PROMPTNESS	___	___	___	___
APPEARANCE & GROOMING	___	___	___	___
ATTITUDE TOWARD WORK	___	___	___	___
SPELLING - ENGLISH - MATH USAGE	___	___	___	___
SKILL IN SPECIALTY	___	___	___	___
SKILL IN FOLLOWING BUSINESS PROCEDURES	___	___	___	___
VOLUME OF WORK	___	___	___	___
INITIATIVE AND SELF DIRECTION	___	___	___	___
ABILITY TO WORK WITH EMPLOYEES	___	___	___	___
ABILITY TO WORK WITH CONSUMER PUBLICS	___	___	___	___
EMOTIONAL STABILITY	___	___	___	___

In addition to rating the traits, would you please list skill area in connection with the trainee's position which should be stressed in the classroom.

SPECIAL SUCCESS OR SKILLS:_____

SPECIAL WEAKNESSES:_____

COMMENTS:_____

_____

_____ _____

Employee's Signature Supervisor's Signature

_____ HIGH SCHOOL
WORK EXPERIENCE PROGRAM

Student: _____ Job Station: _____ _____

(Please rate the student-employee by placing an X in the space above each description which, in your judgment, most nearly describes him.) The measurement scale of 1 to 8 would indicate 4 or 5 as being average.

	1 2	3 4	5 6	7 8
1. QUALITY: Consider thoroughness and accuracy of work.	Below average	Acceptable	Good quality	Displays high degree of skill
2. PRODUCTION: Consider the volume of work completed under normal conditions; ability to produce consistently.	Below requirements	Acceptable	Often exceeds requirement	Constantly exceeds requirements
3. JUDGMENT: Consider his concern for organization of work area, judgment in use of supplies and equipment. Uses good judgment in carrying out assigned responsibilities.	Below expected	Student shows concern and indicates acceptable judgment	Shows good judgment	Demonstrates excellent judgment
4. ATTENDANCE: Consider his record for being on the job as scheduled. (Consider last six weeks only)	Late or absent without reason (5 or more)	(3 or 4) absences	Seldom late or absent (1 or 2)	Never late or absent

*If more than 5 absences please indicate number of days absent _____.

	1 2	3 4	5 6	7 8
5. ATTITUDE: Consider the interest he takes in his job; loyalty to company; his own conduct; and progress.	Little interest	Some interest in job	Considerable interest in job	Keen interest in job, company, and own
6. CO-OPERATION: Consider his ability to work with others.	Poor attitude	Acceptable	Good team worker	Excellent relationship with others
7. DEPENDABILITY: Consider ability to work without constant supervision.	Fair	Acceptable	Good impression	Excellent impression
8. APPEARANCE: Consider grooming and attire. (Please comment below)	Needs attention	Acceptable	Good impression	Excellent impression
9. PUBLIC CONTACT: Consider his ability to maintain favorable customer relations. (If applicable)	Sometimes creates ill will	Acceptable	Makes favorable impression	Exceptional ability in working with the public

Please use the stamped, self-addressed envelope and forward to the Work Experience Office by _____ to assist in determining the grade of the student employee.

_____
Supervisor's Signature

General Comments: _____

_____

_____

EXPLORATORY WORK EXPERIENCE EDUCATION

Training Station No. _____ Date _____

_____

Dear _____

With your permission, our student trainee _____,

from _____ High School, will be assigned to you during the period

_____. This vocational guidance project is designed to give the student firsthand, on-the-job experience by introducing him to the scope of activities in his field of interest. The student is interested in all aspects of your work which are possible for him to observe.

If some question should arise regarding this trainee, or if an emergency should occur, the work experience office should be contacted. The phone number is _____, Ext. ___. Ask for the Coordinator of Work Experience.

EVALUATION

At the termination of the on-the-job visitation for this student, will you please fill out and return this evaluation sheet. You may use any method of grading which you feel is appropriate. If the trainee does not appear as assigned, would you indicate this on the evaluation sheet. A stamped, self-addressed envelope is enclosed for your convenience.

Tasks Performed _____

_____

_____

_____

No. of Days in Attendance _____ Punctuality _____

Interest and Attitude _____

Do you recommend that the trainee pursue a career in the field which he has been observing?
YES _____ NO _____ NO OPINION _____

Recommendations for future of trainee (additional training, experience, etc.) _____

_____

_____

_____

_____
Trainer's Signature

NEIGHBORHOOD YOUTH CORPS IN-SCHOOL WORK-TRAINING PROGRAM

ECONOMIC OPPORTUNITY ACT 1964

I. SPONSOR

The sponsor of the local in-school Neighborhood Youth Corps program shall be the _____ School District. More specifically, the program will be administered by the Work Education Office of _____ High School with the support and cooperation of the district administration.

The in-school N.Y.C. program is a natural extension of the already existing Work Experience Education Program at _____ High School. This program was originated eight years ago to provide work experience education for special education students. It was broadened three years ago to include other students.

The program also includes a Student Employment Service. Job opportunities in the community are solicited and kept on file by the Work Education Supervisor. Any pupil in _____ High School may apply for job placement. Pupils are then referred to jobs in line with their interests and abilities.

The following outline describes the actual program that has successfully evolved during the last eight years of operation.

II. GOALS AND PROGRAM

A. To learn what employment entails.

B. To gain knowledge and attitudes necessary for successful job performance.

C. To select an occupation and prepare for it.

D. To realize the social value of work.

E. To learn how to get along with fellow workers and employers.

F. To acquire better work habits.

G. To make the transition from school to work.

H. To make a better school adjustment and avoid drop-out.

I. To provide supplemental income.

III. EVIDENCE OF POVERTY

The _____ office of the _____ County Welfare Department has furnished a list of names of eligible students. The fact that these students are members of families of Welfare clients serves to verify the poverty of the family.

Additional names furnished by school counselors or the Family Service Agency may be screened for eligibility by the Family Service Agency or another appropriate agency.

None of the students so far identified are currently enrolled in the Work Experience Education Program.

IV. NUMBER OF YOUTH TO BE SERVED

Preliminary contacts with the Welfare Department, Family Service, and the senior high school counselors have provided a list of 62 eligible families.

V. LENGTH OF PROGRAM

The Work Experience Education Program provides for a maximum of two periods per day. Students may earn ten credits per semester and a total of forty credits toward graduation.

VI. NATURE OF WORK TO BE DONE BY TRAINEES

The following types of on-campus job opportunites will be available:

Clerical	Textbook Assistants
Gardening	Audio-Visual Assistants
Cafeteria & Food Service	Gym & Locker Room Care
Library Assistants	Teacher Assistants
Custodial	Warehouse
Transportation Department	

VII. SELECTION PROCEDURES

Eligible youngsters may be enrolled in Work Experience Education in the following ways:

A. Voluntary enrollment by the pupil himself.

B. Referral by the Work Education Office

C. Referral by the Counseling Staff.

D. Referral by the Welfare Department, Family Service or other agency.

Students referred for the program will be screened for eligibility by verifying that the age of the child and the income of the family meet the requirements of the Economic Opportunity Act. Parent consent will be secured.

VIII. COUNSELING AND TESTING

The full resources of the Counseling Department will be made available to students in the program.

In addition, the Work Experience Education Supervisor will act as a counselor in job placement and supervision.

Terminal seniors will be referred to the California Department of Employment Youth Opportunity Center for vocational aptitude testing, counseling, and job placement.

Any students dropping out of high school while enrolled in the program will be referred to the Department of Employment Youth Opportunity Center.

IX. SPECIAL EDUCATIONAL SERVICES

In addition to the Work Experience Education Program, many students who qualify under terms of the Economic Opportunity Act are also eligible for enrollment in special remedial classes. Students in this program are assigned to a combined English/Social Studies class taught in small groups by specially trained teachers. These classes concentrate on reading, group and pre-vocational guidance, and character development.

Some students eligible for this program are enrolled in special education classes for the mentally retarded. A cooperative program with the California Bureau of Vocational Rehabilitation will provide additional medical, counseling, and material services for these students.

X. SCHEDULE OF WORK EXPERIENCE EDUCATION STUDENTS

Pupils are enrolled for a maximum of two periods a day, earning ten credits per semester, with a maximum of forty credits toward graduation.

Time of assignment will be adjusted to fit the needs of the job and the schedule of the student.

XI. POST-TRAINING PLACEMENT

Services of the Student Employment Service will be provided in addition to referral to the California Department of Employment Youth Opportunity Center.

The _____ Adult School stands ready to provide pre-vocational training in some areas.

XII. WORK WAGES

Rate of pay is $1.25 per hour.

XIII. COMMUNITY RELATIONSHIPS

The Work Experience Education Supervisor maintains close contact with the business community in connection with his solicitation of employment opportunities for the Work Experience Education Program and the Student Employment Service.

Establishment of a Community Vocational Guidance Committee has been proposed, composed of business and community leaders. This committee would meet periodically to serve as liason between school and community.

Relations may be established with the _____ County Council of Community Services, a lay organization interested in the prevention of dependency and delinquency.

Cooperative contact with County Welfare and Family Service has been established.

XIV. STAFFING

The Work Experience Education Program is under the direction of Mr. _____, founder of the program at

_____ High School. He has been active in this area for the last eight years

Mr. _____ holds life General Secondary, life Physical Education, life Exceptional Children's Mentally Retarded, and Secondary Administration credentials. He has been active in YMCA, Red Cross, House of Neighborly Service, Knights of Columbus, Cub Scouts, & Lion's Club.

One secretary working six hours per day is assigned to Work Experience Education office.

XV. SUPPORTIVE SERVICE

The Work Experience Education program is supported by the counseling department, and by the cooperation of the Department of Employment, County Welfare, and Family Service.

XVI. REPORTS AND EVALUATION

Each student in the Work Education Program shall be supervised by the Work Education teacher who shall:

A. Observe the pupil on the job

B. Consult with the "employer"

C. Evaluate the student's success

D. Consult with the student

E. Maintain liason with the Counseling Department

F. Follow-up graduate's job success

Records for each pupil shall include:

A. Record of type of jobs, places of employment, length of employment, rate of pay, work permit.

B. Employer's report of pupil attendance and on-the-job performance.

C. Supervisor's rating of the pupil

The Work Experience Education teacher shall submit a summary report of the program at the end of the year to the Principal of the high school and to the Assistant Superintendent in charge of instruction.

Any reports required specifically by the Act shall be provided.

XVII. NON-DISCRIMINATORY CLAUSE

This program shall be open to all eligible students regardless of race, creed, or national origin.

_____, Supervisor

Work Experience Education

WORK EDUCATION AND VOCATIONAL HABILITATION PROGRAM
(Evaluation)

Name of Student _____ Date _____ Grade _____
Last First

Name of Business _____

Business Address _____ Phone No. _____

Supervisor's or Teacher's Name _____ Date Employment Began _____

Job Title or Vocational Class Description _____

_____

Work Period
or Vocational _____ Time From _____ M. To _____ M.
Class Time

	Poor	Fair	Good	Not Applicable
Personal Appearance:				
1. Appropriately dressed, groomed				
2. Makes the most of his or her personal appearance				
Job Performance Factors:				
1. Quality of work (accuracy, neatness, etc.)				
2. Coordination				
a. Arms				
b. Hands				
c. Fingers				
d. Eye-hand Coordination				
3. Ability to use following machine, tools, or equipment (specify type):				
a.				
b.				
c.				
d.				
e.				
4. Physical tolerance (if physically handicapped)				
5. Ability to learn job (speed, accuracy, etc.)				
6. Pride in work and desire to improve himself vocationally.				
7. Need for recognition; praise seeking				
8. Attention span				
Abilities:				
1. Ability to follow directions				
2. Ability to understand instructions				
3. Ability to sustain routine				
4. Ability to attend to details				
5. Ability to adjust to new situations				
Personality:				
1. Cheerful & Cooperative				
2. Considerate & Cooperative				
3. Works well with others				
4. Works well alone				
5. Takes criticism				

Control:	Poor	Fair	Good	Not Applicable
1. Control his or her temper				
2. Judgment consistent				
3. Stays on the job				
4. Ability to work unsupervised				
5. Doesn't waste time				
6. Reaction to pressures and frustration				

COMMENTS

1. Do you recommend student-client be reassigned to a different type of work station or vocational training if it can be arranged? Yes____, No____.
   If yes, what kind?_____

2. For 11th and 12th grade student-clients only:
   a. Do you consider student-client ready for part-time or summer employment with an employer off-campus? Yes____, No____.

   b. If you were operating a business in the community, would you consider this student-client worthy of hire? Yes____, No____.

3. For student-clients employed with pay, on school campus:
   a. Is student-client earning his pay? Yes____, No____.
   b. Should student-client be disciplined by temporary suspension from job? Yes____, No____.
   c. Should student-client be fired? Yes____, No____.

Recommended Grade: ___QT.____:, QT.____,____.
Attendance_____QT. Abs._____Tardy____;____QT. Abs.____Tardy____.

GENERAL COMMENTS

Give special emphasis to factors which you believe will help work education supervisor or vocational counselor guide student-clients towards becoming a better worker and hold a suitable job in the competitive market. Any ideas you may have of additional job training, needed services, psychological help, or other help you think may be needed will be donsidered seriously, and may be purchased.

_____
Vocational Rehabilitation Counselor Date

_____
Work Education Supervisor Date

NEIGHBORHOOD YOUTH CORPS PROGRAM

Month Year

SUPERVISOR

NAME	JOB TITLE	HOURS	DAYS	TRAINING STATION	TRAINING SUPERVISOR	DATE OF ENTRY	DATE OF TERMINATION

_____ HIGH SCHOOL

Waiter/Waitress Program

General Information

WHAT IS THE WAITER/WAITRESS PROGRAM?

The Waiter/Waitress Program is a one-year high school course. It is set up to open up the world of the Hospitality Industry to more young people. This program has been established to guide students into vocational areas where job opportunities exist. It is hoped many of the students will be able to find employment in restaurants, hotels, and similar establishments. This is intended as a course to offer the students a skill so they will be able to earn money to help them go on to school or to advance toward their life's goal.

The students will have two periods a day of training (this will include classroom instruction, some work in the cafeteria under teacher direction and service training in the Faculty Dining Room). Uniforms are furnished, excert for shoes.

Students signing up for this program must have some on-the-job training in restaurants in the Stockton area. This is a part of the laboratory training for the course.

While employment is not guaranteed, (it depends on the student's adaptability and employment conditions at the time) students will be expected to accert some employment, if it is available.

_____ HIGH SCHOOL

Waiter/Waitress Program

Parent Interest Survey

To the Parent:

Your son/daughter has expressed a desire to enter the Waiter/Waitress Program. In order that he/she may be successful as a student in this program, we will need your cooperation.

Please read the General Information Sheet about the Waiter/Waitress Course. If you have any questions we will be happy to answer them for you. (call _____ ext. ___) After you have read and discussed the program with your son/daughter, please sign and return this form to me.

I have read the General Information Sheet and am in favor of my son/daughter enrolling in the Waiter/Waitress Program and understand he/she is expected to accept work in this area, if it is available. I will cooperate in every way possible to help my student be successful in this course.

_____
Student's Name

_____
Parent/Guardian

Please return to :

_____
Work Coordinator
_____ High School

_____ HIGH SCHOOL

Waiter/Waitress Class

Field Trip Permit

_____
Date

I HEREBY AGREE to permit my child _____
to take part in all school activities related to the Waiter/Waitress Class.
He/she has permission to travel by private car or school bus on field trips or to work stations for the class.
This permission is granted for the school year _____.

_____
Parent or guardian signature

_____
Address

_____
Phone number

5. Training Agreement Forms

_____ HIGH SCHOOL DISTRICT
EXPLORATORY WORK EXPERIENCE EDUCATION

PLACEMENT AGREEMENT

(1) The purpose of exploratory work-experience education is to contribute to the vocational and career guidance of the student by providing opportunities for him to systematically sample a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring.

(2) The exploratory work-experience education student may actively participate in work activities which contribute to his vocational guidance, but he may not replace a paid employee.

(3) Work station supervisors are not required to teach production skills but may do so as an ancillary activity.

(4) Exploratory work-experience is a non-paid program. The student may not be part of the exploratory program if he receives pay for like work during hours when he is not assigned to an exploratory placement.

(5) Exploratory students are covered by workman's compensation insurance.

(6) Length of exploratory placements vary, depending upon the aptitude of the student, occupation being explored, and facilities of the work station; but participation in a given activity should not be prolonged beyond the time it becomes routine.

(7) Regular supervision will be provided by the school district to insure that the student's work-experience activities are meaningful and make a significant contribution to his vocational guidance.

(8) The work station supervisor agrees to complete an evaluation of the student each quarter. Evaluation forms will be delivered to the work station by the school coordinator.

(9) Upon successful completion of the assigned term, with regular attendance and punctuality, the student will receive a grade and _____ units of credit.

(10) Parents will guarantee transportation to the job station.

(11) After a job station has been located for the student, he may not drop the program (except in unusual cases with prior approval of the coordinator).

(12) The term assigned for this placement is _____ to _____, two hours per school day.

SIGNED AND ACCEPTED:

_____
STUDENT

_____
DATE

_____
PARENT

_____
WORK STATION SUPERVISOR

_____ _____
SCHOOL COORDINATOR SCHOOL

WORK EXPERIENCE EDUCATION PROGRAM

SCHOOL-EMPLOYER-STUDENT-PARENT AGREEMENT

As Work Experience Coordinator, I will represent the school in the following ways:

1. **Instruct students in the Work Experience Education Program in their dual responsibility to the employer and to the school.**
2. **Supervise the student and counsel him regarding the wise distribution of time and effort for both academic and employment success.**
3. **Visit the student's work station and discuss with his employer the student employee and the Work Experience Education Program.**
4. **Provide liaison contact between the community, as represented by the employer, and the school.**
5. **Assist in completing all necessary forms relating to the student's employment (work permit, social security number, time sheets, rating reports, etc.).**
6. **Grade the student (with guidance from employer ratings and reports) and award him units commensurate with hours of work.**
7. **Be available to student and employer alike regarding problems or questions concerning the program and/or its participants, e.g., child labor laws.**

_____

Coordinator's Signature

As employer, I will assume the following responsibilities:

1. **Consider the student a beginning worker. (This is probably his first job.)**
2. **Instruct the student as to rules, regulations, and duties of the job. (Students tend to succeed when the employer has adequately acquainted them with the work to be done.)**
3. **Supervise the student and help him to progress and improve.**
4. **Protect the student through Workmen's Compensation coverage.**
5. **Abide by all State and/or Federal labor laws.**
6. **Complete a semester evaluation form of the student's work habits. (This constitutes a portion of the report card grade.)**
7. **Consult the Work Experience Coordinator regarding problems or questions concerning the student employee.**
8. **Inform the Coordinator promptly if terminating the student's employment.**
9. **Provide opportunity for the following occupational experiences for a student in my employ:**

a. _____

_____

b. _____

_____

c. _____

_____

_____

Employer's Signature

As (trainee) student employee, I will comply with all implied and stated obligations of the Work Experience Education Program.

_____

Student's Signature

As parent or guardian, I will support this agreement and will be responsible for the conduct of the student during the period of employment.

_____

Parent's/Guardian's Signature

_____

Date Agreement Completed

TRAINING AGREEMENT

GENERAL or VOCATIONAL WORK EXPERIENCE EDUCATION

The major purpose of this program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the parties: student (or trainee), parent, school, and employer.

THE STUDENT:

1. Enters this program to learn as much as the employer can provide in the nature of occupational information, skills, and attitudes.
2. Will keep regular attendance both in school and on the job. He cannot work on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the employer and co-ordinator.
3. Will arrange in advance with the co-ordinator and employer any job changes.
4. Will be 16 years of age at the time he enters this program.
5. Will be honest, punctual, co-operative, courteous, willing to learn, and will remain with the employer during the entire period of training.
6. Will work after school and/or on Saturdays, Sundays, and school holidays (within the limitations established by law) as he arranges with the training agency.
7. Will provide his own transportation to and from his training station.

THE PARENT:

1. Or guardian is responsible for the conduct of his child in this program.

THE SCHOOL DISTRICT:

1. Will provide a co-ordinator to supervise the trainee on the job. He will make periodic visits to observe the trainee and consult with employer and trainee. Evaluation of job performance will be a joint effort of the employer and the co-ordinator. School credit is granted for successful performance on the job for the required number of hours.
2. Co-ordinator shall have the authority to transfer or withdraw the trainee at any time.

THE EMPLOYER:

1. Will be asked to inform regular employees of their important role in assisting in the training of the trainee and of the school district's request for their cooperation.
2. Will be requested to maintain a daily record of student attendance and report attendance and progress to the school district as requested.
3. Will not allow a student to replace any regular employee.
4. Will determine trainee hours and pay. Trainees will be paid at least the minimum as stipulated by current California State Industrial Welfare Commission Orders. A work permit is required for all trainees under 18 years of age.
5. May discharge the trainee for just cause; however, the co-ordinator requests consultation with the employer beforehand.
6. Is urged to keep the trainee on the job for an average of 15 hours per week.
7. Will refrain for assigning trainees to hazardous tasks and will provide insurance coverage in accordance with existing law.

_____	_____
(Employer's Signature and Date)	(Student's Signature and Date)
_____	_____
(Name of Employer's Company)	(Parent's or Guardian's Signature and Date)
_____	_____
(Address of Employer's Company)	(Co-ordinator's Signature and Date)

PLACEMENT AGREEMENT

1. The purpose of exploratory work experience education is to contribute to the vocational and career guidance of the student by providing opportunities for him to systematically sample a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring.

2. The exploratory work experience education student may actively participate in work activities which contribute to his vocational guidance, but he may not replace a paid employee.

3. Work station supervisors are not required to teach production skills but may do so as an additional service.

4. The student is not entitled to wages but will receive guidance, experience, training, supervision, school credit and a grade for his participation.

5. The student may not be part of the exploratory program if he receives pay for like work during hours when he is not assigned to an exploratory placement.

6. Exploratory students are covered by State Workmen's Compensation Insurance while at the work station.

7. The length of exploratory placement may vary, depending upon the aptitude of the student, the occupation being explored, and the facilities of the work station; but the maximum duration of participation in any given activity should not exceed 30 hours (exception: professional areas not to exceed 60 hours). Exploratory assignments are 2 to 3 hours per school day.

8. Regular supervision will be provided by the school district to insure that the student's work experience education activities are meaningful and make a significant contribution to his vocational guidance.

9. The work station supervisor agrees to complete an evaluation of the student each quarter. Evaluation forms will be delivered to the work station by the school counselor.

10. Upon successful completion of one semester's participation, with regular attendance and punctuality, the student is entitled to 5 credits for each period released (maximum of 10 credits per semester and 20 credits total toward high school graduation).

11. This placement may be terminated by either the student or the work station supervisor after notifying the school counselor.

Student's Signature	Business Name
School	Business Address
Parent or Guardian's Signature	Employer's Signature
Teacher-Counselor's Signature	Employer's Telephone Date

VOCATIONAL WORK EXPERIENCE EDUCATION PROGRAM
Job Analysis Agreement

Student_____

School_____

Career Development Counselor_____

Grade_____

It is understood that the above-named student will be employed four hours per day, Monday through Friday, and will attend regular high school classes four hours per day. It is also understood that the student shall be employed for at least one semester, depending upon employer's need, satisfactory performance on job, and acceptable personal qualifications.

Previous to enrollment in this program, the student has completed the following related training courses

_____

and/or, is now enrolled in_____

The following skills and operations will be performed while working in the before-named capacity. Time spent on each classification is relative and may be kept on a semester basis.

OPERATION OR SKILL_____

_____

_____

_____

_____

_____

_____
Name of Firm or Agency

_____
Address

_____
Date

_____
Student (Signature)

_____
Parent (Signature)

_____
Supervisor (Signature)

_____
Career Development Counselor (Signature)

WORK EXPERIENCE EDUCATION TRAINEE REQUEST

TRAINEE INFORMATION	EMPLOYER INFORMATION
Trainee	Company
Street No.	Street No.
City Zip Code	City Zip Code
Home Telephone	Business Telephone
Parent or Guardian	Supervisor

SCHOOL INFORMATION:

Class Schedule

_____ _____

_____ _____

_____ _____

Related Course_____

Course No._____

Vocational Work Experience Education_____

General Work Experience Education_____

Exploratory Work Experience Education____

Work Permit on File_____

_____ _____

Counselor's Signature Office of Work Experience Education

STUDENT - PARENT AGREEMENT

1. We understand this class schedule and wish to participate in work experience education.
2. We understand that related instruction is a part of this program to enhance the on-the-job experience and must be completed in order for credit to be granted.
3. We understand that we are to notify the school of any change of job status.
4. We understand that we are to complete weekly time reports and have them signed by the employer. Failure to do this could prevent credit from being granted.

SIGNED: _____ _____

Student Parent or Guardian

_____

Date

YOUR RESPONSIBILITIES AS A WORK EXPERIENCE STUDENT

When you enter this program, you have a fourth party concerned with your education --your employer. He is just as eager to have you succeed at your job as you, your school, and your parents. He is also interested in your success at school since you become a more valuable employee when you combine learning on-the-job with learning at school.

All parties to this program have definite responsibilities. We gain maturity as we accept more responsibility. You do not necessarily become an adult at a certain age, but at the time you are able to handle employment and other responsibilities in a mature manner. Each work experience student must understand and accept these minimum standards.

I. Responsibility to your school

- a. You maintain satisfactory records at school in subjects, attendance, and citizenship.
- b. You notify your teacher-coordinator of any problem or condition affecting your job or your studies at once and before you talk with your employer.
- c. You do not quit or even change jobs without approval from the school.
- d. No school, no work! This means you must attend class each school day that you work. For special instances you must contact the Principal's office or teacher-coordinator before going to work.

II. Responsibility to your employer

- a. You attend work regularly and with punctuality.
- b. You notify your employer at once if you cannot be on the job.
- c. You do not ask your employer for time off work because of school activities. If such arrangements are necessary, the school will make arrangements for you.
- d. You accept job demands for dress, conduct, and observance of rules and regulations. Make certain you know these regulations.

III. Responsibility to yourself

- a. Be completely honest. This includes all relationships on the job. No single characteristic is more important for your present and future success. Every employer you have in your life will expect honesty.
- b. Schedule your activities to meet responsibilities at school, on-the-job, and at home. Keep healthy and alert so you'll have the energy demanded in success.
- c. Constantly evaluate yourself. Realize how you contribute to the operation of your station. Be ready to improve yourself at all times.
- d. Discipline yourself to the adult environment on your job. Refrain from being boisterous, silly, idle, or hostile. Above all, follow instructions and cooperate with others to the best of your ability.

IV. Responsibility to your parents

a. Keep them informed of your working hours and of what you are doing.
b. Keep them informed about school policies in connection with this program.
c. Invite them to school but request them not to visit you while you are working on the job. This does not mean that friends and relatives cannot speak to you at your job, but it does mean that you should not take time from your work to visit with them.

_____

_____

_____

YOU MUST BE PREPARED TO SELL YOURSELF WHEN YOU APPLY FOR A JOB

Basically, securing a job is selling your ability and personality to the person who interviews you. His primary interest is finding people who have abilities of value to his company. Before he hires anyone he wants to be reasonably certain the applicant will make a good employee, take pride in his job, work harmoniously with other employees, and prove to be a good investment for the company.

PREPARING FOR THE INTERVIEW

It is well to look upon each interview as a "final exam." If you have prepared for it well it won't be difficult.

Be prepared for a friendly exchange of information. Imagine the person is a friend rather than a stranger and it will help cure the jitters. Talk naturally and show some enthusiasm for the job. Keep in mind that's why you're there -- because you want a job.

Be equipped to answer intelligently the questions the interviewer may ask. When you are satisfied you can, stand in front of a mirror and review your interview until you are confident you would hire yourself.

DRESSING FOR THE INTERVIEW

Be clean and tidy in your appearance. The right clothes won't assure you of being hired but the wrong ones might assure you of not being hired.

CHECK THESE POINTS:

a. Clean body
b. Clean clothes
c. Groomed hair
d. Groomed fingernails

HAVING THE INTERVIEW

Bring a fountain pen in case you are asked to fill in an application.

Have your social security number with you.

Go alone.

Arrive on time.

Introduce yourself, telling briefly who you are and for what job you are applying.

After introductions, let the interviewer take the lead. He may start by telling you the requirements of the job, but he will also ask you to tell him more about yourself. Make brief but complete statements.

He will ask you several questions. Answer them directly and truthfully. Use good English and avoid slang. Look at him at all times. Sell your qualifications for the job rather than why you need work. He is more interested in how you can serve the company than in why you need a job.

BULLETIN FOR STUDENTS EARNING CREDIT IN WORK EXPERIENCE EDUCATION

This bulletin will inform you of your responsibilities while you are participating in the Work Experience Education Program, and it will help you understand what you should be gaining from your participation.

Students participate in the work experience education program for various reasons. Some of these are:

(1) To learn more about their chosen vocation or career and study it through observation or on-the-job training.

(2) To supplement family income or to earn money for further education.

(3) To earn additional credit to apply toward graduation.

(4) To gain the experience of being a regular employee while learning more about job responsibilities.

Whatever your reasons for participating in the work experience program, now that you are enrolling you should be aware of the following:

THE STEPS NECESSARY TO COMPLETE ENROLLMENT

By this time, your employment has been verified, and counseling has taken place to complete any necessary program changes. You will need to complete the following steps: (If you are seeking credit through the Exploratory Work Experience Education Program, a series of assignments will be established and assigned.)

(1) Take the Work Experience Education Request form that has been signed by your counselor and your Extended Experience Program teacher home for a parent's signature.

(2) If you are under 18, you will need a work permit request form signed by your parents. If you are a student over 18 or earning credit in Exploratory Work Experience Education you do not need a work permit.

(3) Return the signed forms to the Extended Experience Program teacher at your school. You will be given the yellow copy of the enrollment form. The work permit application should be returned to the attendance office after your employer has signed it. The attendance office will prepare your work permit.

(4) In a few days your permit to work should be ready for you to sign. At this point, your enrollment is complete

ABOUT YOUR WORK PERMIT

If you are under 18 years of age, and you are working in a productive job for pay, you are required to have a work permit. Because you are working during the school week, Form BI-3 is issued to your employer. This permit becomes invalid at the end of each school year or when you change employers. It is your responsibility

to see that all permit information is complete and turned in to the attendance office at your school.

Do not put yourself or your employer in violation of the law by not completing permits. Some employers will not pay students until the permit is completed.

We will not approve a permit if a violation of child labor law is evident. The type of work, the total hours of employment, and the hour spread (total hours per day) will be checked to see that they meet the requirements specified in the code.

THE NUMBER OF HOURS REQUIRED TO EARN CREDIT

There are several ways of accumulating the required number of hours for credit. Remember!!! All hours worked must be during the school week to count toward the required number for credit. The specific requirements for the three areas of work experience are as follows:

(1) Students participating in Exploratory Work Experience Education need 120 hours for credit. You have the full school year, starting in the summer and continuing through graduation, to complete the number of hours.

(2) Students participating in General Work Experience Education need 200 working hours for credit. This can usually be earned in a semester if you work a minimum of ten (10) hours per week. If necessary, time accumulated in one semester can be carried over to the next semester in the same school year. Thus, if you fail to make your quota in one semester due to reasons beyond your control, you do not lose the hours already accumulated that school year.

(3) Students participating in Vocational Work Experience Education must meet the same hour requirements as those students enrolled in the General Work Experience Education Program.

YOU MUST BE OFFICIALLY ENROLLED IN THE WORK EXPERIENCE EDUCATION PROGRAM BEFORE ANY OF THE HOURS YOU WORK CAN BE APPLIED TOWARD THE 200-HOUR REQUIREMENT FOR CREDIT.

THE AMOUNT OF CREDIT YOU CAN EARN

(1) Exploratory work experience participants may earn one-half (1/2) unit of credit for 120 hours of observation in a school year. A maximum of one (1) unit may be earned. A letter grade is not assigned in this program, but the credit is added to your transcript.

(2) General work experience participants may earn one-half (1/2) unit of credit for 200 hours of work performed on week days during a semester. If for some reason the hours cannot be completed in a semester, a student can accumulate the 200 hours over two (2) semesters.

(3) Vocational work experience participants may earn one-half (1/2) unit of credit per semester for 200 hours of work performed on school days during the junior year. During the senior year, one (1) unit of credit may be earned for the 200 hours. As in the General Work Experience Program, the 200 hours may be accumulated over two (2) semesters in a school year.

THE WAGES YOU CAN EXPECT TO RECEIVE

All businesses cooperating with the _____ High School District in the Work Experience Education Program must abide by state and federal minimum wage laws. In most cases, you would not work for less than $1.35 per hour. It is permissible in the food services trades for an employer to deduct meals and tips. The exact amount allowable can be found in the Industrial Welfare Commission Orders which must be posted in each place of business within easy access for employees to read. Other limits for women and minors are listed on these orders.

Exploratory Work Experience Education (EWEE) students are not paid by their sponsors. Since your main objective is to observe and learn about a career field, you are neither an employee of the sponsor nor are you performing productive work for the sponsor. It is against the State Education Code for you to explore a career where you are paid for the same activity as an employee.

THE GRADING PROCEDURE IN WORK EXPERIENCE EDUCATION

Grades for work experience participation are assigned by the Extended Experience Program teacher. Your grade will be based on the following:

(1) Evaluations completed by the employer each quarter

(2) Supervision visits (at least one per quarter)

(3) Your individual efforts in meeting the requirements of the program

You will receive your report cards from your Extended Experience Program teacher.

Your completed evaluation material will be placed in your cumulative folder. Your teacher will see your evaluations and should be able to discuss any on-the-job problems with you.

EWEE students will not receive a letter grade for participation in the Exploratory program. The credit will be entered directly in your cumulative record upon completion of your participation.

SPECIAL CLASSES YOU WILL BE REQUIRED TO ATTEND

All students earning credit will be required to attend ten (10) one-hour related instruction classes for each 200 hours worked in the Vocational or General Work experience programs (120 hours of observation in Exploratory Work Experience Education). These meetings will give you a chance to discuss problems and individual goals in the program and provide you with the opportunity to familiarize yourself with other aspects in the world of work.

Each school will determine the best scheduled time for related instruction classes on their campus. You will be informed about these classes through the Extended Experience Program teacher. Failure to complete the related instruction phase of the program could result in an "F" grade in work experience.

WHAT TO DO IF YOU BECOME ILL

(1) If you are too sick to attend school, you are not to report to work. We want you to give every effort to recuperation so that you can return to school and work as soon as you are able.

(2) Notify your employer of your absence as soon as you know you cannot go to work. The employer is depending on your reporting. In order for him to adjust his work schedule, he must know when you will not be there.

(3) Students enrolled in Exploratory Work Experience Education should not report to their training station assignment if they are ill and have not attended school. Be sure to notify your Extended Experience Program teacher or the work experience office as soon as you know you cannot report to your training station.

HOW TO KEEP A RECORD OF THE TIME SPENT ON THE JOB

Each student will be required to turn in weekly time reports to the Extended Experience Program teacher. These time reports must be signed by your employer. Failure to turn in these time reports could result in an "F" grade in work experience.

THE DRESS CODE REQUIREMENTS

Each employer will take into consideration the health and safety needs of the company and the desired company image for the public when he establishes his own dress code standards. You are asked to use good common sense in selecting your clothes for work. Follow the good examples of other employees with whom you work when you establish your own dress code.

IF YOU DESIRE TO TERMINATE EMPLOYMENT

If for any reason the employer terminates your employment, or if you decide to terminate your employment, you must notify the Coordinator, Work Experience or the Extended Experience Program teacher. Failure to make this notification could result in an "F" grade in work experience.

we hope you will have a very productive and educational year while you are enrolled in the program. Please feel free to discuss any problems about your job with your Extended Experience Program teacher or the Coordinator, Work Experience at the District Center. We will look forward to meeting with you on the job.

EXPLORATORY VOCATIONAL WORK EXPERIENCE PROGRAM

Dear Parent or Guardian:

Your son or daughter has indicated an interest in our Work Experience Program. Please read the following about the program. Sign the statement below and return.

WHAT IS IT?

The Exploratory Work Experience Program is a co-operative effort by the Santa Paula High School District and the citizens of the Santa Paula area to provide practical and applied vocational guidance for our young people through part-time supervised placement in business, industry, and the professions.

This type of work experience is offered as an integral part of the high school general education and guidance programs. It is offered on an equal basis and in the same manner as other school subjects. The work periods of students enrolled in Exploratory Vocational Work Experience Education are administered as part of the regular school day. Time spent at work is regarded as time spent in school. Students are in actual attendance for at least a minimum school day of four periods, in addition to time spent in work experience education.

WHAT VALUE IS IT?

SUPERVISED WORK EXPERIENCE

1. It provides opportunity for adjustment to full-time employment under school-employer guidance.
2. It presents the elements of free productive enterprise in action.
3. It creates respect for the dignity of work through co-operation and team action.
4. It develops good work habits and attitudes.
5. It builds desirable character traits in puncuality, self-reliance, personal responsibility and competence.
6. It merges job requirements with classroom. learning and motivates school subject matter.
7. It fosters good employer-employee relationship.
8. It encourages learning by doing and thinking about what is being done at the same time.
9. It generates judgment which can come only through experience.
10. It provides a head-start to occupational success.

Work Experience Coordinator

I hereby give my permission for_____ to participate in a work experience assignment.

_____

Signature of Parent or Guardian

APPENDIX I

Annotated Bibliography of Relevant Research (1965-70)

SURVEYS

STATISTICAL

_____, How High School Cooperative Trainees Fare in the Labor Market: Phase C, Michigan State University, (East Lansing: August, 1966), 5 p., HC 681.
The results of the follow-up questionnaire on the 1964 cooperative education program graduates.

Perrella, Vera C. and Elizabeth Waldman, Out of School Youth -- Two Years Later. Special Labor Force Report Number 71, Bureau of Labor Statistics (DOL), (Washington, D.C.: August, 1966), 19 p., ED 015 289.
A comparative study between high school graduates and dopouts on their present employment status. Generally, the greater the education; the greater the number of advances.

Schill, William John, Concurrent Work-Education; Programs in the 50 States, 1965-66, Office of Education (DHEW), (Washington, D.C.: 1966), 188 p., ED 023 886.
Data to describe the concurrent work-education programs in the 50 states. Findings, descriptions of student and program characteristics, and a bibliography are included.

_____, Vocational Choice and Job Satisfaction, California Coordinating Unit for Occupational Research and Development, (Sacramento: January, 1967), 53 p., ED 013 958.
Studies of vocational choice are classified by 16 categories, and studies of job satisfaction are classified by working conditions, attitudes, measurement, and demography. This is designed to help vocational counselors.

OPINIONNAIRE

Christman, Phyllis Alice, Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation, Iowa State University of Science and Technology, (Ames: 1967), 100 p., ED 026 482.
A study that identifies the problems of single girls in Iowa on entering the world of work and to study the relationship between kinds of problems and home town population, living arrangements, and occupation. Instruments, letters, statistics in graphic and tabular form, and a reference list are included.

Herman, Melvin and Stanley Sadofsky, Study of the Meaning Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who Are Seeking Work. Part I, Work Attitudes, Self-Image, and the Social and Psychological Background of Work-Seeking Negro Young Adults in New York City, New York University, Graduate School of Social Work, (New York City: January, 1967), 242 p., ED 015 312.

Interviews and questionnaires provide insight into the realities of the ghetto Negro's employment career. He appears likely to respond to meaningful work-training programs, if available.

Olsen, LeRoy C. and William H. Venema, Development of a Projective Technique for Obtaining Educationally Useful Information Indicating Pupils' Attitudes Toward Work and Occupational Plans, Report No. 21. Final Report, Washington State University, Department of Education, (Pullman: June, 1968), 36 p., ED 022 960.

A study to develop a technique to: (1) identify youths' attitudes toward certain distributive, construction, service, and agricultural occupations, and (2) identify factors associated with occuptional aspirations. The study suggests that more knowledge of occupations and one's abilities and aptitudes are necessary for adequate occupational choice decisions.

Eisen, Norman, Work Experience Education in California High Schools: Status, Evaluation, and Implications, University of Southern California, 297 p., (1966).

A doctoral study of work experience programs in California.

NEW TRENDS IN WORK EXPERIENCE PROGRAMS

GENERAL

Di Michael, Salvatore G., New Vocational Pathways for the Mentally Retarded, American Rehabilitation Counseling Association, (Washington, D.C.: 1966), 60 p., ED 024 778.

A study of the treatment and opportunities for the mentally retarded in work experience programs.

Hamburger, Martin, The Significance of Work Experience in Adolescent Development, A Discussion Paper Prepared for the U.S. Office of Education, Division of Adult and Vocational Research, Office of Education (DHEW), (Washington, D.C.: January, 1967), 17 p., ED 019 403.

A review of the concepts of work experience, the work experience programs, the claims, the evidence of effectiveness, and the implications for curriculum development.

_____, Methods and Materials in Work Experience Education, Thornton Fractional Township High School District, (Thornton, Illinois, 1965), 234 p., ED 018 639.

This report defines work experience, describes some typical programs in operation, and presents methods of organization and administration. Nine appendixes provide supplemental material.

_____, Occupational Work Experience Program, Penta-County Vocational School and Technical College, (Perrysburg, Ohio: October, 1965), 13 p., VT 000 668.

An explanation of the work experience program. Information is included on: approved occupations, advantages for the student and employer, school-employer relations, teacher selection and qualifications, student placement, program standards, and school facilities.

_____, The National Conference on Cooperative Vocational Education, Implications of the 1968 Amendments, University of Minnesota, (Minneapolis: Feb., 1969), 100 p., HC 1224.

A report of the workshop that includes objectives, a definition of the cooperative program, abstracts of major papers, recommendations, and the major papers presented at the conference.

Woodin, Ralph J., ed., Supervising Occupational Experience in Business Education, State Department of Education, (Santa Fe: October, 1966), 72 p., HC 59.

A presentation of the ideas and suggestions of 17 New Mexico teachers of vocational education. The individual papers cover most of the aspects of work experience programs in business education.

SPECIFIC

_____, A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey, New Jersey State Department of Education, (Trenton: November 3, 1965), 23 p., ED 018 600.

An employment orientation program concerned with the transition from full-time student to full-time employment of the mentally retarded. Employer agreement forms, a list of teacher-coordinator responsibilities, and steps for organizing a cooperative employment orientation program in classes for the mentally retarded are included.

Auld, W. David, Jr., Handicapped Youth Experimental Training Fund. Final Evaluation, Seattle Public Schools, (Seattle, Wash.: 1966), 48 p., ED 014 581.

A project that provided prevocational classes, work experience training, and speech and physical therapy for handicapped students (mentally retarded, deaf and hard of hearing, blind and visually handicapped, and emotionally disturbed). A description of the program and recommendations for the future are included.

Fishman, Jacob R., et al., Training for New Careers. The Community Apprentice Program Developed by the Center for Youth and Community Studies, Howard University, Washington, D.C., Howard University, (Washington, D.C.: June, 1965), 111 p., ED 025 472.

An exploratory attempt, through combined rehabilitation, vocational education, and supervised work experience, to train disadvantaged youth as human service aides in child care, recreation, and social research.

Gerard, Robert A., Summer Community Youth Work Program. Final Report, Action-Housing, Inc., (Pittsburg, Pa.: September, 1966(, 70 p., ED 015 293.

A project that employed 170 youths for improving and developing vacant areas for recreation in declining neighborhoods. The long-range goals were to encourage the youths to prepare themselves for general application of such a program in urban situations. Success seemed to depend upon the motivation of the youths.

_____, Project PIT: A Summer Industrial Work Experience and Occupational Guidance Program, Wayne State University, (Detroit: 1967), 35 p., ED 024 755.

Report of a project on the Detroit innercity youth that provided them with occupational information and guidance. Results indicated a significant shift in educational and occupational aspirations to both a high and more realistic level.

Rull, Marvin H. and Richard O. Moore, A Demonstration Training Program for Potential School Dropouts. A Service Station Training School for Dropout-Prone Students, Office of Education (DHEW), (Washington, D.C.: August, 1968), 82 p., ED 026 526.

One phase of the curriculum demonstration program is the Service Station Training School. It was developed to provide pre-employment experiences for dropout-prone students, and make classes more meaningful to them. One hundred students have completed the program.

Tucker, James F., "The First 50,000 Neighborhood Youth Corps Enrollees," Monthly Labor Review, December, 1965, 3 p., ED 013 908.

A comparison between New York City neighborhood job corps and MTDA and other work experience programs. The enrollees are also compared with the rest of the nation.

GUIDELINES

Bitter, James A., Training Guide for Vocational Habilitation, Jewish Employment and Vocational Service, (St. Louis: 1966), 76 p., ED 014 187.

A guide for counselors in work experience programs. The major vehicles used are habilitation workshops, employer job sites, and classrooms equiped for audio-visual instruction. Also contained in the report is the five-phase program, forms used, and a reference list.

_____, Business Work Experience Education Programs, University of California, Division of Vocational Education, 72 p., HC 600.

An operational handbook that contains suggestions which should be helpful in the organization and operation of business work experience education programs. Organization, activity planning, the related instructional program, coordinated activities, evaluation, bureau services, forms and checklists are included.

Chiantelli, Leo W., A Partial Study of the Work Experience and Work Study Programs at Shasta College During the Spring Semester of 1965, Shasta College, (Redding: June, 1965), 57 p., HC 159.

A study to gather information to guide curriculum decisions, guidance purposes, and placement of work experience and work study students. Conclusions and recommendations are included.

_____, Financial Management Requirements for Bureau of Work Programs Sponsors, Manpower Administration (DOL), (Washington, D.C.: 1968), 110 p., ED 022 912.

Audit requirements and other financial records and functions that are necessary for work experience sponsors.

Fretterman, Elsie, The Development of a Work Orientation Program for Home Economics Related Occupations, Connecticut State Department of Education, (Hartford: 1966), 37 p., HC 784.

The purpose of this study was to develop a work orientation program for home economics related occupations. The problem was treated under these main divisions: (1) identification, (2) investigation of existing programs, and (3) recommendations.

_____, Handbook for Sponsors: Standards and Procedures for Work-Training Experience Programs Under the Economic Opportunity Act of 1964, As Amended, Manpower Administration (DOL), (Washington, D.C.: April, 1967), 95 p., ED 023 809.

The standards and procedures presented establish the basic rules governing the development and operation of various programs administered by the U.S. Department of Labor, and the Bureau of Work Programs. Standards are related to qualifications of sponsors, eligibility of enrollees, hours of work, duration of enrollment, and wages.

_____, Handbook on Work Experience Education, A Guide to the Organization and Operation of Work Experience Education Programs, California State Department of Education, (Sacramento: 1965), 118 p., ED 016 036.

A handbook for school administrators on the implementation of regulations and the establishment of standards for work experience education. The appendix includes legal authorizations governing work experience, sample applications and forms, a suggested course outline, and pertinent California governmental office addresses.

Huffman, Harry, et al., Guidelines in Cooperative Education, Ohio State University, Center for Vocational and Technical Education, (Columbus: 1967), 255 p., HC 381.

A distillation of the discussion, interaction, and conclusions that were drawn at the National Seminar on Cooperative Education (Aug 1-5, 1966). Included are specific guidelines, the papers presented at the seminar, forms for cooperative education, and a selected bibliography.

Hull, William L., Marsena M. Norris, and Cleo A. Dupy, Developing Occupational Experience Programs in Agricultural Distribution, Oklahoma State University, (Stillwater: October, 1967), 43 p., HC 630.

A guide to the development of occupational experience programs. Methods, project outcomes, conclusions and recommendations, and appendixes are included.

_____, Manual of Operation for Vocational Home Economics Programs in Job Training High Schools, Ohio State Department of Education (Columbus: Sept., 1965), 33 p., ED 012 750.

A manual designed for 11th and 12th grade students of limited ability. Included are state requirements for student eligibility, teacher qualifications, space, equipment, program outlines, job descriptions, and job opportunities.

Neuhaus, Barbara E., Summer Experience in Occupational Therapy. Manual for Organizing a Program, American Occupational Therapy Association, (New York City: 1967), 69 p., ED 028 237.

A manual designed to serve as a comprehensive guide for curriculum directors or state affiliated associations interested in setting up programs through which students above the age of 16 participate in an occupational therapy department as "apprentice staff members".

_____, Programs for Educable Retarded Pupils in the Secondary Schools, New Jersey State Department of Education, (Trenton: March, 1966), 6 p., ED 012 981.

Recommendations for fitting the mentally retarded into high school programs; especially work experience programs. Characteristics, objectives, and suggested student placements are listed.

_____, Supervised Occupational Experience Program in Vocational Agriculture for Arkansas, University of Arkansas, College of Education (August, 1967), 27 p., HC 511.

A guide that was primarily designed to assist teachers of vocational agriculture, in Arkansas, in initiating and operating a Supervised Occupational Experience Program. Introduction, organizational and operational procedures and appendixes with forms make up this booklet.

_____, Work Experience Education Guide for Vocational Education Section Personnel, California State Department of Education, Vocational Education Section, (Sacramento: July, 1969), 16 p., HC 1334.

A guide to work experience programs; definitions, program standards, specific guidelines, position definitions, and financial outlines.

_____, Workshop in Work Experience Education, California State Polytechnic College, (San Luis Obispo: 1965), HC 1004.

The report of the workshop that includes foundations and frameworks, work experience programs, coordinator responsibilities, legal responsibilities, federal and state legislation, the role of guidance and counseling, employment possibilities, and the place of work experience in the school.

EVALUATION

_____, Cooperative Supervised Job Training Program, the Final Report and Evaluation, Illinois State Board of Education and Rehabilitation, (Chicago: Aug., 1966), 54 p., ED 014 540.

A description, report, and evaluation of a three-year cooperative supervised job training program. The study was set up to study the effects of supervised job training on low academic achievers and persons who had definite need for vocational training. The statistical data that also covered a two year follow-up period indicated the program was successful.

_____, Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth, Michigan Department of Research and Development, (Detroit: January, 1968), 25 p., ED 026 501.

Work experience project that resulted in progress in academic performance, attitude toward school, and social demeanors. Generally it met only the aim of providing pupils with supervised work experiences which will better prepare them for entry into the world of work.

Gloege, William P., Evaluation of "Project 44", the Job Corps Capital Center. Final Report, American Institute for Research, (Silver Spring, Md: October, 1966), 40 p., VT 004 099.

An evaluation of the impact of the Washington, D.C. Job Corps Center program on the behavior and attitudes of the approximately 44 participating Job Corpsmen.

Howard, Jack, et al., The Neighborhood Youth Corps -- Help or Handout? National Committee on Employment of Youth, (New York: 1967), ED 013 846.

A discussion of the successes and failures of the neighborhood youth corps. The dropout rate, juvenile crime, school performance, political manipulation, types of work, and program emphasis are among the topics discussed.

Walther, Regis H. and Margaret L. Magnersson, A Retrospective Study of the Effectiveness of Out-of-School Neighborhood Youth Corps Programs in Four Urban Sites, George Washington University, (Washington, D.C.: November, 1967), 157 p., ED 020 407.

Most significant findings: (1) the program is reaching seriously disadvantaged youth, (2) enrollees reported a high level of satisfaction with their experience, (3) community and work adjustment of enrollees was improved on several measures, and (4) females made greater gains than the males.

_____, Work Experience Education in Santa Barbara County High School Districts, Santa Barbara County Association of Work-Experience Educators (Santa Barbara, California: May, 1969), 100 p., HC 1248.

An evaluation of the work experience programs in Santa Barbara since 1960. Conclusions and recommendations are included.

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